Gardner-Webb College



GARDNER-WEBB COLLEGE CATALOG 1970-1971

VOLUME 17

THE COLLEGE RESERVES THE RIGHT TO MAKE NECESSARY CHANGES WITHOUT FURTHER NOTICE.



Welcome to Gardner-Webb College

The choice of a college is a difficult task, and because there are as many philosophies of education and programs of instructions as there are colleges and universities, no meaningful categorization of these institutions is possible.

We do welcome you to Gardner-Webb and hope you will find in this book a real understanding of what it is like to live and study at Gardner-Webb.

Remember, when you join a college community, that you commit yourself into a cooperative relationship which not only exerts influence on your development for a specific number of years, but, indeed, throughout your life.

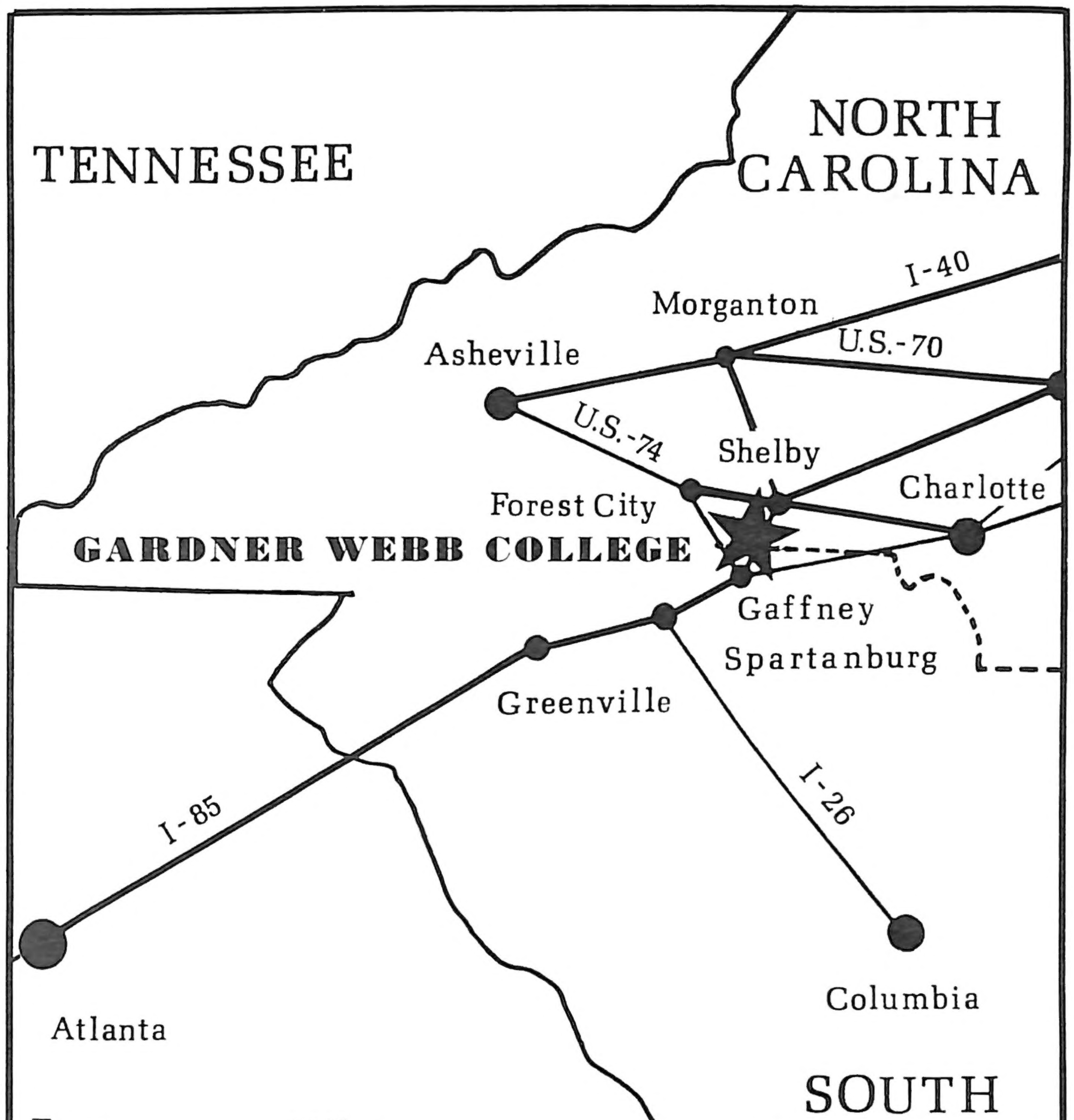
There is no better way to make a decision about a college or university than visiting the college or university when it is in session. The character of the institution is expressed through its students, its classes, the faculty and administration. Your reaction to these elements will help you in your decision.

We hope you will want to attend a college in which you will be recognized as an individual. Gardner-Webb is a friendly place with a special concern for individuals. You are not a data processing number but an important part of a community, known by your professors, fellow students, and administrators.

Academically sound, fully accredited, with a pleasant social and cultural environment, Gardner-Webb is located in one of the nation's fastest growing areas and has in its student body a large cross-section of students from across the country and from foreign countries.

Visit us, read this book, and if you feel a Christian college with a well rounded program of studies, athletic, social and cultural activities is the place for you, we will look forward to having you join us.

Dr. Eugene Poston



Town	Miles
Shelby	9
Gastonia	30
Lincolnton	25
Hickory	40
Rutherfordton	20
Forest City	15
Charlotte	50
Gaffney	15
Sartanburg	35
Greenville	70
Columbia	120



Statement of Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. We propose to accomplish our purpose by:

1. Giving a limited number of majors which can be financed properly.
2. Offering pre-professional programs within the range of the purpose and means of the college.
3. Continuing the Associate in Arts Degree in Nursing and Business Education as long as they seem feasible.
4. Discovering the needs of the larger community which will include growing junior colleges and striving to put into effect a program that will contribute to the educational, spiritual, cultural, and economic development of this larger community.

GARDNER-WEBB COLLEGE
Charter 1905
Accreditation

is a fully accredited member of the Southern Association of Colleges and Schools. The college has been accredited since 1948. The Junior year will be started in the fall of 1969 and the Senior year in the fall of 1970.

In this period of challenge and change, the College is striving to develop strong programs in all fields of study, which will enable the students to meet the demands of tomorrow's society.

Gardner-Webb is also a member of, and fully accredited by, the North Carolina Association of Colleges and Universities. It is accredited by the North Carolina Board of Higher Education and is authorized by the immigration authorities of the United States for the training of foreign students.
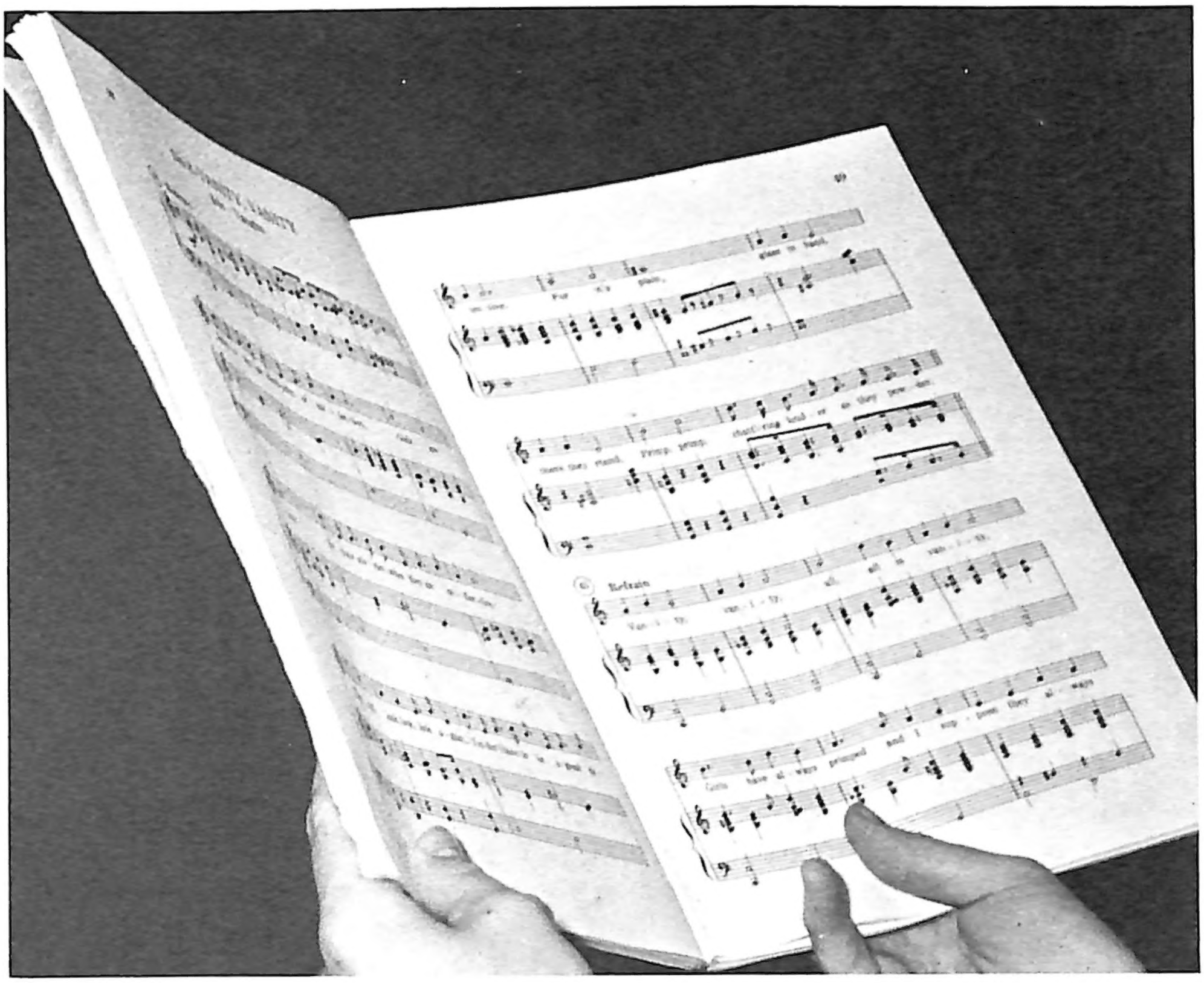
The United States is divided educationally into convenient regions of accreditation. The individual college, when it meets minimum standards, is accredited by its regional association. Ordinarily accreditation by the regional associations is, by courtesy, accreditation by all regional associations. That is, a person may transfer with ease from one accredited college in any other part of the United States. In addition to regional agencies, each state has its own College Conference which follows fairly closely, sometimes more rigidly, the accrediting policies of the regional association.

History

Since shortly after the Civil War, the Baptists of West- Central North Carolina have shown an unusual interest in education. Gardner-Webb College is the product of that interest. As early as 1903 the idea of establishing a high school "where the young . . . could have the best possible educational advantage under distinctive Christian influence" was firmly fixed in the minds of the people of the Kings Mountain Baptist Association. By 1905 Boiling Springs was selected as the location of such a school, and the Sandy Run Association had joined enthusiastically with the Kings Mountain group in the determination to build it. The trustees from the two associations held their first joint meeting at Boiling Springs on October 27, 1905. The school was chartered on December 2, 1905, as The Boiling Springs High School, Incorporated.

In 1907, construction work on the main building (Huggins-Curtis Hall), was started, and the cornerstones, one for the Kings Mountain Association, and one for the Sandy Run, were laid in June. In May of the same year Mr. J. D. Huggins was elected as the school's first principal. The Boiling Springs High School operated under the leadership of J. D. Huggins, F. A. Brown, J. M. Hamrick, and W. J. Francis until 1928. On the second day of May, 1928, Boiling Springs High School closed its twenty-first year of work and its last as a high school. Thousands of students had enrolled in the school; five hundred eighty-eight had graduated.

On the third day of September, 1928, Boiling Springs Junior College opened for its first session with the Reverend James Blaine Davis as its president. President Davis resigned early in 1930, his resignation to become effective on May 20. On the fifth of May, Dr. Zeno Wall, pastor of the First Baptist Church of Shelby, North Carolina, was elected temporary president and on May 21, 1930, he assumed the presidency, a position he occupied without pay. On March 23, 1932, the press carried an announcement of the appointment of the Reverend J. L. Jenkins, pastor of Boiling Springs Baptist Church, to the presidency of the College, succeeding Dr. Wall—a position the Reverend Mr. Jenkins was to assume late in May or early June. On March 7, 1935, President Jenkins submitted his resignation, and A. C. Lovelace became president, only to resign in April of 1936. The college had no president through most of the summer of 1936, but late in August, George Jackson Burnett of Marshall, Texas, accepted the presidency. President Burnett served until March 1, 1939, with former President Jenkins serving out the remainder of the academic year. On May 5, 1939, the trustees elected the Reverend John R. Cantrell as president. Under his administration a campus beautification project was begun. The gymnasium was veneered with native stone, and by 1940 the E. B. Hamrick Building, which had been burned, was under construction. This building had been erected after the First World War as a memorial to the young men from this section of the state who had given their lives in the cause of freedom. But on April 16, 1943, President Cantrell resigned effective June 1.



Two significant things in the life of the College occurred in 1942—Governor O. Max Gardner began to devote his energies, time, and wealth to guiding and strengthening the College; and the name of the College was changed to Gardner-Webb College, in honor of the late O. Max Gardner, Sr., and his late wife, Mrs. Fay Webb Gardner, and their families.

In July of the next year, 1943, another significant event in the history of the school occurred. Philip Lovin Elliott came to Gardner-Webb as its president, bringing with him a community-service concept of education that has made Gardner-Webb distinctive among liberal arts colleges. In 1946 the College was admitted to the Baptist family of colleges of North Carolina on the condition that by November, 1948, the friends of the institution raise, in addition to $750,000 for a plant, $250,000 for endowment. These conditions were satisfactorily and completely met. Also, in 1948 the College achieved the goal of attaining the highest accreditation within its reach—full and unqualified membership in the Southern Association of Colleges and Schools. President Elliott came to a school with a small enrollment; he left it with over 500 students. He came to a college with a few buildings; at the time of his announced retirement in November of 1960 the college property was valued at $3,000,000.

The Decade of Advance 1961-1971

Between President Elliott's announced retirement and his death on April 14, 1961, the Trustees of Gardner-Webb elected E. Eugene Poston to succeed Dr. Elliott. On April 18, 1961, President-elect Poston assumed the presidential responsibilities. In 1961 Dr. Poston announced his Decade of Advance, 1961-1971, which is designed to make Gardner-Webb a fully equipped senior college with an enrollment of 1000 by 1971. On April 16, 1962, Dr. Poston was inaugurated eighth president of Gardner-Webb College. Under his leadership the already accredited college went through a thorough Self-Study in which its accreditation was reaffirmed and improved by the Southern Association of Colleges and Schools.

President Poston presented the following Vision For The Future to the Trustees and Advisors during their meeting in November, 1963, that we endeavor to accomplish the following things by the end of 1971.

1. Enroll a student body of 1,000 students.
2. Build a faculty of 75 members.
3. Reach an endowment of $3,000,000.
4. Build the following buildings:
    a. Chapel-Auditorium
    b. Campus Center
    c. Fine Arts Building
    d. Two Classroom Buildings
    e. Four Dormitories
    f. An Athletic Stadium
5. Reach the rank of senior college.

The College is far ahead of schedule on all the above programs.

Presidents

James Blaine Davis	1928-30
Zeno Wall	1930-32
James L. Jenkins	1932-35
A. C. Lovelace	1935-36
George J. Burnett	1936-39
J. R. Cantrell	1939-43
Philip Lovin Elliott	1943-61
E. Eugene Poston	1961

The Nature

1. Gardner-Webb College is a Christian college, owned and operated by the Baptist State Convention of North Carolina. We believe that a Christian college must be made up of Christian trustees, Christian administrators, Christian teachers and staff, and students who deliberately choose Gardner-Webb because of the distinct Christian atmosphere. The entire program is conceived as an adventure in quality values. To this end our Admissions Committee is motivated in the selection of students. Those who teach here are selected and retained on the basis of their unquestioned moral excellence, their proficiency in scholarship, their love for youth, and their desire to produce men and women of distinction and quality.
2. Gardner-Webb is becoming an average-sized senior college. We believe that there is a vital and indispensable place for such an institution in our educational system. Its close-knit social life, the vital touch between teacher and pupil, the freedom, the comradeship in study, the economy of its charges, and the vital interest in individual problems which emerge in the search for and discovery of human values are among its advantages.
3. Gardner-Webb is an average-sized institution. It has been built deliberately for a student body of approximately 700 boarding students and 500 day students. However, because of the press of numbers for the decade 1962-1972 we are planning for an increase of approximately forty students per year.

Residential Buildings

Approximately 1,200 acres of land and thirty-three buildings comprise the physical equipment of the College. The campus proper, a hundred thirty-seven acre tract of rolling land dotted with a variety of lovely trees, furnishes the location for the various buildings.

THE JAMES WEBB GARDNER MEMORIAL DORMITORY: (DECKER HALL) This three story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 134 men. In the attic is sufficient space to entertain visiting teams as well as space for a play room. This building is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

THE LUTZ-YELTON HALL: This new three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This building, completed in 1963, is impressive as it occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the road from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and the stockholders.

MAUNEY HALL: This residence houses 112 men students. This new four story solid masonry building, completed in August of 1965, is equipped with individual thermostats to control heat. It is located adjacent to the Lutz-Yelton Residence Hall and across the road from the Spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

THE HOEY-ANTHONY-PADGETT-YOUNG DORMITORY: The central section of this dormitory was constructed in 1946. The east and west wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate young women.

THE STROUP DORMITORY: First used during the year 1956-57, the Stroup Dormitory provides living space for one hundred girls. It is a three-story, fireproof, brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

MYERS HALL: Named in honor of Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist, the building was completed in 1967. This residence houses 64 men students. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted and each room has built-in furniture. It has a fully furnished lounge. Adjacent to the lounge is a two room furnished apartment for the counselor. Mr. Myers has been a friend to Gardner-Webb College over the years.

NANNEY HALL: Completed in 1967, this residence houses 64 women students. It is a two story solid masonry building equipped with individual thermostats for heat and air-conditioning. Fully carpeted, each room has built-in furniture. The building has a fully furnished lounge, and adjacent to the lounge is a two room furnished apartment for the counselor. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

NEW DORMITORY FOR MEN: As yet unnamed, it is a residence for 96 men students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted and each room has built-in furniture. It has a fully furnished lounge, with an apartment for the counselor adjacent to the lounge.

APARTMENTS: The College owns five duplex apartments and four trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

THE WASHBURN MEMORIAL BUILDING: A brick structure erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library, but is now being used as a residence.



Administrative and Classroom Buildings

THE E. B. HAMRICK BUILDING: Dedicated in 1943, contains the foreign language laboratory, classrooms, auditorium, recording booth, the Data Processing Department, and a two manual Pilcher pipe organ. The auditorium was lighted for dramatics in the summer of 1962. It is named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. This building has been sandblasted and the white paint removed so that it now blends in with the rest of the campus.

THE JOHN R. DOVER MEMORIAL LIBRARY: Completed during the year 1951 and air-conditioned in 1962, has ample study space for the students and shelf space for more than 50,000 volumes. The main floor of the library contains a large reading and reference area, book stacks, librarians' offices, and two rooms for special collections. The basement floor houses periodicals, reading rooms, and the receiving and processing departments.

The library at Gardner-Webb College is a colleague of the classroom. It is recognized as an indispensable factor in the education of young men and women of today. The book collection now contains over 40,000 volumes of books and bound periodicals chosen to support the College's curriculum, with special reference to the needs and interests of the students. Nearly 10,000 volumes were added during the preceding year. The library subscribes to more than 350 periodicals and to several local and national newspapers. *The New York Times* is received on microfilm.

The library also contains the following special book collections: The North Carolina Collection, the Thomas Dixon Collection, the R. C. Campbell Collection, the C. J. Black Collection, the F. A. Bower Collection, the Margaret Anderson Collection, and Dr. Zeno Wall Collection. Gifts of books, as well as of money, have contributed greatly toward the development of the library.

THE BOST PHYSICAL EDUCATION BUILDING AND SWIMMING POOL: Named in honor of Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect for the development of strong healthy bodies. It contains one classroom, first aid room, lockers, rest rooms, showers, team rooms, and swimming pool. As Gardner-Webb is a Community College in the highest sense, this building gives excellent opportunity for our community recreation program and for encampments and various other group programs of the denomination. The pool is constructed for year round use.

THE O. MAX GARDNER MEMORIAL FINE ARTS CENTER: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native

county. On the first floor the building contains a band room, music studios, practice rooms, and Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

THE SUTTLE TENNIS COURTS: Named in honor of Mr. and Mrs. J. L. Suttle, Jr. and in memory of Mr. J. L. Suttle, Sr. of Shelby, they are located on the west side of the Bost Physical Education Building. These four courts, constructed of asphalt and fenced in 1960, were provided at a cost of $10,000. Near constant use is made of them during days of favorable weather and during the spring the college's tenins team hosts its matches on them.

THE WEBB ADMINISTRATION BUILDING: Completed in the fall of 1960, it houses the administrative offices including president, dean, registrar, business manager, and public relations. It also contains offices for church-community, student procurement, and development, and has a conference room, a mimeograph and storage room. The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents and great grandparents. It was given by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner, during her lifetime, continued the work that her late husband loved—the promotion of Gardner-Webb College.

THE A. T. WITHROW SCIENCE BUILDING: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, it has facilities for biology, chemistry, physics, mathematics, psychology, mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory. This building is fully equipped and is second to no other junior college science building.

THE CHARLES I. DOVER CAMPUS CENTER: Completed in 1966, it is named in honor of Mr. Charles I. Dover of Shelby, a benefactor of the college. The building contains a new cafeteria, a private dining room, a recreation area, post office, bookstore, snack shop, publications center, student government offices, faculty offices, and a day student lounge. The lounge is furnished in honor of Mrs. Charles I. Dover.

THE ERNEST W. SPANGLER MEMORIAL STADIUM: Completed in 1966, it includes a football stadium, a track, and a fully equipped field house which will serve as a teaching station. It is named in memory of Mr. E. W. Spangler, a former businessman of Shelby, and in honor of his widow, Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N. C.

THE DAVID LINDSAY CLASSROOM BUILDING: This three story building was completed in early 1967 at a cost of approximately $275,000. It is air-conditioned. This building was made possible by David and Winfred Hubert Lindsay of Rutherfordton and will be known as the David Lindsay Classroom Building.

WEBB-KNOLL: The new home for the President of the College is a gift from the O. Max Gardner Foundation, Inc. of Shelby in honor of the late Mrs. Faye Webb Gardner. Originally constructed by the Paul Porters, the 5,000 square foot home is on a three-acre site in the River Bend Acres development between Shelby and Boiling Springs. There are five bedrooms, three and one-half baths, complete carpeting throughout, air-conditioning, humidity control, and other features which make the home comfortable. Interior decoration was by Mr. Boyce Grindstaff of Grindstaff's in Forest City. The home was occupied in the fall of 1968 by the President and his family.

ALUMNI HOUSE: The former President's Home, erected in 1947, has been converted into the Alumni House. The first floor has offices for the Alumni Director, and the second floor is used for guest rooms.

Personal Service

Gardner-Webb is a small and friendly community, much like the communities from which most of her students come. A student should soon feel at home as he is greeted by a warm "hello" from fellow students, faculty, and staff. The College encourages this community spirit as a distinct feature of the educational program.

To aid the student during his stay at Gardner-Webb and in the hope that his growth and development needs are met more adequately, the College provides the following services and activities:

The College furnishes all rooms in the dormitories with single beds, dressers, chairs, and desks. Students are permitted the use of a radio, and other electrical appliances as indicated in THE PORTHOLE. Each student is expected to provide his own pillows, blankets, and for each room wastebaskets, broom, dust mop, and dust pan. The College offers a linen service for a very reasonable charge. Any student who wishes to provide is allowed to have curtains, floor or desk lamps, and other personal articles. Irons may be used only at designated places. Television sets are provided in the parlors of some of the dormitories and are permitted in individual dormitory rooms.

Laundry and Dry Cleaning

Two modern dry cleaning plants are near the campus and serve the needs of the students. There is a self-service laundry and dry cleaning plant in Boiling Springs.

The College operates vending services, post office, recreation area, and bookstore in the Charles I. Dover campus center for the convenience of the students.

Bookstore

Here the students may get their textbooks and other classroom supplies, which must be paid for at the time of purchase.

Messages and Mail

Gardner-Webb has a telephone service with a private exchange as well as several pay stations. Telegraph messages intended for persons at the College, should be sent to Shelby and will be telephoned to Gardner-Webb.

Mail arrives over star route twice daily.

Health

A sound body is a valuable asset and requisite to effective study. The College does everything in its power to insure the best possible development of each student and to maintain his general health.

Meals are served in the cafeteria by the Slater Company, nationally known caterers of Philadelphia. These services have received complete approval by the students.

Please refer to the Student Handbook for the list of medical services to which each student is entitled.

Guidance and Counseling

The Guidance and Counseling Office is maintained by the College in keeping with its avowed purpose of developing self-determining students who will follow the Christian way of life in their chosen vocations. This office assists each student in making the best possible adjustment to college life.

Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of his academic and vocational interests and personal compatibility. The adviser meets with his assigned students in group sessions and in individual conferences. The student is advised concerning his program of study and may discuss his vocational plans and personal problems with his adviser if he desires. The faculty adviser may become a friend with whom the student may share his problems in every area of life in confidence.

The Guidance and Counseling Office maintains student personnel files for the benefit of both advisers and students. The Director of Guidance and Counseling works in close cooperation with the Student Government Association, Faculty, and College Administration in handling student problems as they may arise. An expanding library of career information and college orientation materials is located in the Guidance and Counseling Office.

Students are encouraged to take advantage of all facilities made available by the Office for their college training and vocational choices.

A testing program including aptitude, achievement, vocational, and personality tests is administered by the Guidance and Counseling Office. These tests supplement the Scholastic Aptitude Test (usually administered in high schools under the auspices of the College Entrance Examination Board), which is required of each entering student. A battery of orientation tests is taken by each freshman before entering Gardner-Webb College. Prospective freshmen are invited to the campus for two days at various times during the summer to take these tests. Other arrangements are made for those attending the Summer Session or entering in January. Through this program the Faculty and Administration obtain a picture of the student's previous academic achievement, his non-academic background, and his outstanding areas of need. All test results are treated in a confidential manner.

Orientation

The orientation period is a varied phase of the college guidance program. During the first week of school students will follow a carefully planned program of orientation and registration. First year students are expected to come to the campus on the day suggested by the college authorities. During orientation week each student is expected to meet the various requirements set forth by the Department of Counseling and take placement or other tests deemed advisable by the other departments of the college. This period of orientation includes a well-balanced program of social activities.

No student has completed his registration until he has met the requirements outlined in the orientation and testing schedule.

The ideal of college life is that of a well-ordered Christian home, where each individual may have as much freedom as is consistent with the well-being of the group. The small college is well suited to achieve this ideal, and to this end students are granted many privileges here which could not be allowed at a larger school. Since it is our belief that growth in character comes only through the development of self-direction and self-control, rules and regulations are reduced to a minimum and are made or amended as may seem necessary for the good of the individual and the group. The responsibility for making and enforcing these rules and regulations rests jointly on faculty, staff, and students. For several years the College has had a system of student-faculty government, and all major problems of conduct are passed by the student judicial board. Serious cases are reviewed by the executive committee of the faculty.

STUDENT LIFE

College Government Association

By enrolling in Gardner-Webb College, one automatically becomes a member of the College Government Association. The purpose of this organization is defined in its constitution: "to afford students an opportunity to learn and observe the rules of community living, to promote responsibility, self-control, and loyalty, to keep all social life on the campus on a high plane and to have it always in harmony with Christian living."

The students' handbook, "The Porthole," containing the regulations of the Association, is distributed annually. During Orientation Week members of the Student Government Association assist the new students in understanding the regulations as set forth in the handbook. Dormitory House meetings are held periodically to review the regulations.

Any serious disciplinary measure involving probation, suspension, or expulsion is first tried by the Judicial Board of the College Government Association. Afterward it is reviewed by the Executive Committee of the faculty, which has the power to approve or veto the student decision, or to impose any other penalty.

Student Publications

THE WEB is published monthly except January and August for alumni and friends of the College. This publication is made available, at intervals, to students while they are at Gardner-Webb.

THE ANCHOR is the College yearbook, edited by the students under the supervision of a faculty adviser.

THE PORTHOLE is the student handbook, and guides the new student in making his adjustment to college life.

THE PILOT is the College newspaper, published monthly by the students under administrative supervision.

ONE LITTLE CANDLE is the College Literary Magazine. Members of the student body, faculty, staff, administration, and interested area persons are invited to contribute to the book which won a grant from the N. C. Art Council in its first year of existence.

Student Organizations

Recognize that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College. Many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

No secret societies are allowed among the students, and no organization is permitted unless approved by the administration.

Religious Activities

Conduct at Gardner-Webb is based upon the practical expression of the Christ-life. The positive aspect of the Christian experience is stressed above the negative. It is assumed that each student will find his place in the religious life of the campus and community without coercion except through the inner urge of his own soul. A spiritual atmosphere is created by the friendly association of students and faculty. The student religious organizations are similar to those in an average church and community. It is the opinion of the administration that the religious opportunities are as valuable a part of the curriculum of the College as English or biology.

THE LOCAL BAPTIST CHURCH: Each Baptist student is urged to transfer his church letter to a local Baptist church. Students of other denominations are invited to become identified with the fellowship and training of the local Baptist church if the church of their choice is not accessible. This tie with the local church opens many avenues for social and spiritual fellowship.

THE METHODIST CHURCH: A Methodist church was organized in Boiling Springs in 1957, and a new building has been constructed. Methodist students are invited to become members and attend services of this church. A very active Sunday School program is provided.

There are churches of other denominations in Shelby. Gardner-Webb works closely with these churches to encourage all students to remain active in their faith while attending Gardner-Webb.



SUNDAY SCHOOL: The local Baptist church provides a well-organized Sunday School into which the college students fit as members of the community. Membership in a class is urged upon all students, but they are not required to join the Sunday School or any other organization or group on the campus.

BAPTIST TRAINING UNION: The Training Union, also an integral part of the local Baptist church, has for its aim, "training in church membership." It attempts to enlist all students.

THE YOUNG WOMEN'S AUXILIARY OF W.M.U.: The Young Woman's Auxiliary, commonly referred to as the Y. W. A. and a part of the Woman's Missionary Union, enlists the young women of the College in mission study and actual service in local missions. The members are led to see the meaning of missions and to have a compassion for a world without Christ. All the girls who reside in the residences are invited to join the Y. W. A. by joining a circle, usually composed of those who live in the same hall.

FELLOWSHIP OF CHRISTIANS UNITED FOR SERVICE: This group is composed of men and women who are volunteers for full-time Christian service. They are Christians, interested in becoming better workmen for God in their chosen field. The bi-weekly programs cover various topics of interest to vocational Christian workers. Service teams visit churches in the surrounding area nearly every week to conduct special youth services. Opportunities for preaching, teaching classes, giving testimonials, playing instruments, singing solos are available.

THE MINISTERIAL CONFERENCE: Those students who are pastors or are planning to follow this vocation are eligible for membership in this conference. Programs directed to the needs of the pastor and his work are held bi-weekly. Members participate in a daily devotional program on a local radio station, and have services in the local jail. Other service and training is derived through surveys conducted for churches in the local area. Opportunities for preaching are presented by the surrounding churches.

THE BAPTIST STUDENT UNION: The student who aligns himself with the local church or with any of its organizations automatically becomes a member of the Baptist Student Union. The activities of these organizations are directed by the Executive Council of the Baptist Student Union (known as the B.S.U.). The Council is composed of the general officers of the B.S.U. and the representatives of the unit organizations, such as Sunday School Training Unions. Y.W.A. groups, Volunteer Band, and Ministerial group. The Greater Council is composed of the Executive Council plus the roster of officers of the unit organizations. The Director, local pastor and a faculty adviser serve as Counselors for the B.S.U. The B.S.U. Executive Council meets one Tuesday evening a month to plan the various activities for which it is responsible.

Many activities are sponsored by the Baptist Student Union. The B.S.U. Choir is an excellent group which is often invited by area churches to perform. The B.S.U. also sponsors weekend movies. Morning Watch is conducted each morning and Vespers are held at 6:15 P.M. in the E. B. Hamrick Auditorium. Prayer Breakfast is held each Thursday morning in the faculty dining room.

THE METHODIST STUDENT MOVEMENT: The Gardner-Webb Methodist Student Movement was developed to meet the needs and interests of Methodist students. The organization, affiliated with the Boiling Springs Methodist church, is assisted by the church's pastor. The M.S.M. meets twice a month presenting group and panel discussions evolving around topics of timely interest.

The faculty and students meet each Tuesday for chapel. Each student is required to attend. This is a distinctly religious service. Speakers do not always deal directly with the subject of religion; rather, the Christian frame of reference is brought to bear on a variety of subjects such as social, civic, and moral problems. This is in keeping with the purpose of the College to develop students morally and socially as well as academically.

Policies on attendance and absences are written in *The Porthole.*

Athletic Program

The College sponsors intercollegiate Football, Basketball, Baseball, Tennis, Golf, and Track. Gardner-Webb will begin competition this year with senior colleges and plans entrance into a national association in the near future.

The college is an associate member of the National Association of Intercollegiate Athletics.

GENERAL STATEMENT: Because economic conditions fluctuate, the College reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

PAYMENT OF ACCOUNT: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The College Aid Plan. This plan is made available solely as a convenience and is optional.


2A

FINANCES

CHARGES: Support through the Baptist State Convention of North Carolina, the North Carolina Foundation of Church-Related Colleges, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the College to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

	Per Semester
Tuition	$500.00
Board	225.00
Room Rent:	
Air-Conditioned	187.50
Regular	137.50
Activities Fee	50.00
Student Union Fee	7.50
Out-of-state Fee	65.00

Special students who take less than 12 hours will be charged $35.00 per semester hour. For further information contact the Dean of Instruction.

Special students may audit credit courses for one-half the regular charge.

The Activities Fee, among other things, specifically pays for such items as accident insurance, admission to all home athletic contests, student publications, college yearbook and health services as stated in the *Porthole*.

OTHER CHARGES:

Application fee (non-refundable)	$15.00
Key Deposit (refunded when returned)	2.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Vehicle Registration	10.00
Transcripts (first copy is free)	1.00 each
Traffic Fines: (See Parking Regulations Handbook)	

ADVANCE DEPOSITS: Within two weeks after letter of acceptance, each applicant must send to the Admissions Office advance payment of $50.00 to reserve a place in the College.

For the residence hall student an additional $50.00 must be paid to reserve a room in the dormitory.

After May 1st all advance payments are not refundable.

For male students residing in the dormitory, $25.00 of advance payment will be designated a dormitory damage deposit. All students are held responsible for any damage to buildings or grounds due to misuse or abuse. This deposit or any part not used will be refunded within 30 days of graduation or withdrawal.

All advance payments, (except $25.00 dormitory damage deposit) will be credited toward first semester charges once the student has enrolled for classes.

REFUND POLICY: The size of the faculty and staff and other commitments of the College are based upon the enrollment at the beginning of the semester, the Fees collected are used to meet these commitments, most of which continue throughout the year. **Registration in the College is considered a contract binding the students and his parents for charges for the entire semester.**

Charges for tuition and room rent are not refundable. No refund will be made in case of suspension or expulsion. No refund on board during last four weeks of a term. However, students who do not remain for the full semester will receive a refund for board on a pro-rata basis.

SPECIAL FEES:	*Per Semester*
MUSIC—Piano or Voice (Private)	
Two lessons per week	$ 90.00
One lesson per week	50.00
ORGAN (Private)	
Two lessons per week	125.00
One lesson per week	70.00
DATA PROCESSING	100.00
ART	30.00
TYPING AND BUSINESS MACHINES	7.50
BIOLOGY, CHEMISTRY AND PHYSICS LABORATORY	7.50
PHYSICAL EDUCATION	7.50

SUMMER SESSION: A bulletin of the Summer Session is published in the Spring of each year and may be obtained by writing to the Admissions Officer, P. O. Box 897, Boiling Springs, N. C. 28017.

Regulations

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Regular inspections are made of all rooms. Students who do not conform to regulations for neatness and order may be penalized by discipline and/or a fine or may be asked to withdraw from school.

Residence Hall

Dormitories will open prior to the first day of registration of each semester. The dormitories will be closed at noon on the first day of the Christmas holidays and will reopen at noon on the last day of the Christmas holidays. The dormitories will close at noon the day after Commencement Day. Students who arrive before or remain after designated time will be charged an extra fee of $1.00 per day.

Personal Expenses

The student bank, situated in the Business Office will aid students in taking care of their funds for personal use. Such funds are not a part of the college fees and the arrangement is only for the personal convenience of the student. Students are advised not to keep money on their persons or in their rooms. Personal checks may be cashed in the Business Office. Any check returned for non-payment results in a $5.00 service fee.

Students should bring with them sufficient funds and other supplies, as these are not charged on college bills. Books and supplies will cost approximately $50.00 to $75.00 per semester. These are to be paid for in cash at the time of purchase.

No student will be permitted to take final examinations or permitted to remain in school if his account is in arrears unless satisfactory arrangements can be made with the Business Manager or Financial Aid Officer.

SCHOLARSHIPS AND STUDENT AID, LOAN FUNDS AND STUDENT EMPLOYMENT

Procedures for Applying for Scholarships and Student Aid Plans

Gardner-Webb College is particularly concerned to see that no able student is denied admission solely because of financial need. Scholarship and loan funds have been established to meet the need in such cases. Financial aid is based on three major areas of consideration: Scholastic Ability, Financial Need, and Leadership Potential. Approximately thirty-five percent of students enrolled at Gardner-Webb obtain some type of financial aid through the college.

Applicants who know that they will experience difficulty in financing their education may write to the FINANCIAL AID OFFICE in request of a Financial Aid Application. A standard application is completed for all types of financial aid and a copy of the Confidential Statement of the College Scholarship Service must supplement the Financial Aid Application. CSS forms may be obtained from high school guidance counselors, Gardner-

Webb College, or from the College Scholarship Service of Princeton, New Jersey. Gardner-Webb is a member of the College Scholarship Service and the Southern Scholarship Group. The college subscribes to the eight basic principles of financial aid as approved by these groups. A brochure is available upon request.

1. Application for admission to the college should be filed with the Director of Admissions.

2. Application for a scholarship and/or other financial aid plan should be filed with the Financial Aid Officer. (Both of these applications may be filed at the same time.)

3. Applicants must arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents special arrangements may be made upon written request showing evidence of hardships connected with travel to the campus.

4. Announcement of awards will be made in early summer.

5. A parent's Confidential Statement is to be filled out for each scholarship or loan. This form may be obtained from your high school guidance office or by writing College Scholarship Service, Box 176, Princeton, New Jersey.

Scholarship and Student Aid Plans Available At Gardner-Webb College

To encourage academically talented students and to assist those with financial needs a competitive academic scholarship program, a work-study plan, and a student loan program are offered by the college. Under these several programs and through advance planning, students may attend Gardner-Webb at a cost which compares favorable with the cost at other well recognized institutions.

Academic Scholarships and Others

1. In the spring of each year competitive examinations are given for scholarships based upon academic excellence. High school seniors and graduates of good character and high moral standards who have taken the S.A.T. of the college board and who are recommended by either their superintendent, principal, guidance counselor or home room teacher may compete for the scholarships.

   There will be given:
   10 - $500.00 scholarships
   10 - $250.00 scholarships
   25 - $100.00 scholarships

2. The college offers to the Freshman making the highest scholastic average at Gardner-Webb a $100.00 scholarship for the sophomore year.

3. **THE ROYSTER MEMORIAL SCHOLARSHIP:** Set up in 1965 by Mr. D. W. Royster, Sr. of Shelby, this $12,000 endowed scholarship is named in memory of his parents, the late Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. S. S. Royster's memory. Income from this scholarship will be used to assist needy and qualified students at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

4. **THE C. R. AND ELIZABETH SPANGLER SCHOLARSHIP:** This scholarship was made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler, all of Cleveland County. This scholarship will be granted on the basis of Christian character and financial need of qualified student and preference will be given Cleveland County students. The Scholarship Committee will receive applications and award the scholarship on the basis of the qualifications mentioned earlier.

5. **GEORGE AND IDA WOOD BLANTON SCHOLARSHIP:** In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a $10,000.00 Trust Fund to be known as the George and Ida Wood Blanton Scholarship Trust for the purpose of encouraging and promoting the education of capable and deserving boys and girls through the facilities of Gardner-Webb College. The income from this fund is to be used by qualified students at Gardner-Webb College.

6. **THE J. R. DOVER, JR. MEMORIAL SCHOLARSHIP FUND:** In 1962 J. R. Dover made an initial gift of $5,000.00 to establish an endowment fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000.00 by gifts from relatives and friends of the late Mr. Dover. The income from this fund is to be used for scholarships and is awarded by the scholarship committee.

7. **THE CLARENCE N. PEELER ANDREWS MEMORIAL SCHOLARSHIP FUND:** Mrs. Hattie Peeler Self of Cherryville and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, have established a trust fund of $10,000.00 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is to be used to aid worthy young men and women attending Gardner-Webb College.

8. **MR. AND MRS. RAY SMALL ENDOWED SCHOLARSHIP:** This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, through their interest in Christian higher education. The earnings from this fund will be awarded annually to a deserving student.

9. **M. G. MARTIN MEMORIAL SCHOLARSHIP:** In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, gave the school $2,500.00 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest coming from this scholarship fund is to be used for the education of ministerial students, preferably those related to M. G. or Ellen Bostic Martin. The amount now available from this fund is $75.00 per year.

10. **MARGARET YOUNG MEMORIAL SCHOLARSHIP:** In 1966 J. F. Alexander, Mrs. Martha Alexander Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, N. C. created a $12,000 endowment scholarship as a memorial to the late Margaret Young. The income from this fund is to be used by qualified students at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

11. **GOFORTH ENDOWED SCHOLARSHIP:** In 1965 Goforth Brothers, Inc. of Shelby created a $6,000 endowed scholarship in honor of Elizabeth Pannel Goforth and in memory of George E. Goforth. The income from this grant will provide a $250 scholarship annually for a qualified student at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

12. **THE C. L. BEAM MEMORIAL SCHOLARSHIP:** In 1966 Mr. Charles Grier Beam, President of Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County and in memory of his father, Charles Lester Beam. Income from this scholarship will be used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations he hopes will be used in deciding who receives the grant. The Scholarship Committee will receive applications and award the scholarship.

13. **THE GEORGE HENRY AND MARTHA JANE BRITTAIN MEMORIAL SCHOLARSHIP FUND:** In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property valued at $13,500.00 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain. The interest from this fund is used for scholarships and awarded by the scholarship committee.

14. **THE FLORENCE HAMRICK AND ROLAND M. HAMRICK MEMORIAL ATHLETIC SCHOLARSHIP FUND:** In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college in the amount of $12,000.00 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift will be awarded by the scholarship committee to deserving athletes.

15. **THE PLASTER-WHITELOCK SCHOLARSHIP:** This scholarship was made possible by Dr. and Mrs. L. D. Whitelock, Jr. of Norfolk, Virginia, in honor of their parents, Dr. and Mrs. Hubert Plaster of Shelby, North Carolina, and Mr. and Mrs. L. D. Whitelock, Sr. of Bethesda, Maryland. It is to be given to the incoming freshman who attains the highest mark on the College Entrance Examination. No other factor should be considered in the awarding of the scholarship so long as the applicant meets the college's entrance requirements. The grant in 1969 will be $350. If the recipient maintains an average of 3.0 or better, the award is his or hers for the following year(s). However, only one award will be granted per year. This award was established in 1969 and is to be presented at the Commencement Exercises in the Spring.

16. **THE ETHEL BLANTON SPANGLER SCHOLARSHIP:** This is a $50 scholarship given by Mr. J. Edwin Spangler in memory of his mother, Mrs. Ethel Blanton Spangler, to a deserving student who acclaims herself by academic achievement and excellent character.

17. **THE D. A. TEDDER SCHOLARSHIP:** This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, by his daughters, Mrs. Frederick J. Swift, Mrs. Russell Lumer, Mrs. A. H. Baynes and Mrs. H. E. Eisenberger, to an able and deserving ministerial student.

18. **THE FOREST "SMOKEY" BURGESS ATHLETE SCHOLARSHIP AWARD:** This scholarship is made possible by Mr. Forest "Smokey" Burgess of Forest City, North Carolina, former professional baseball player. The purpose of this scholarship is to develop quality Christian athletes and to enable some of them to play in the Major Leagues.

19. **BOILING SPRINGS WOMAN'S CLUB SCHOLARSHIP:** This is $100 given by the College Woman's Club to a worthy freshman girl.

20. **DELTA KAPPA GAMMA (Alpha Epsilon Chapter) GRANT:** This is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, teacher's sorority, to a worthy freshman girl.

21. **THE LEWIS-WEDDLE SCHOLARSHIP:** A $500 scholarship is given by Dr. and Mrs. J. Thurman Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meridian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Languages.

22. **CECILIA MUSIC CLUB SCHOLARSHIP:** This is a $100 scholarship presented by the Cecilia Music Club of Shelby, and granted on the basis of financial need, character, music ability, and promise of future distinction in the field of music.

23. **ENSIGN RONALD FRANKLIN CARPENTER MEMORIAL SCHOLARSHIP FUND:** This endowed scholarship fund of $1,000.00 has been set up by Mr. and Mrs. John F. Carpenter and Family in memory of their son. The scholarship is to be awarded to a student who has academic and financial need, preferably from Rutherford County, but other areas not to be excluded. The recipient will be selected annually by the College Scholarship Committee. This fund will be added to from year to year.

24. **THE RANDOLPH MARTIN ENDOWED SCHOLARSHIP FUND:** This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her late husband. The income from this fund will be used to help deserving students get a Christian higher education at Gardner-Webb College. Applicants may contact the Scholarship Committee at Gardner-Webb College for particulars concerning application procedures. Financial need and ability will be considered in awarding the scholarship.

25. **THOMAS B. HAMRICK MEMORIAL ATHLETIC SCHOLARSHIP:** This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick who served Gardner-Webb athletics through his outstanding support and loyalty. It is given by the immediate Hamrick family.

26. **FACULTY SCHOLARSHIPS:** Sons and daughters of faculty and staff of Gardner-Webb College are eligibile for tuition grants under certain conditions. For details of this plan, please contact the Committee on Scholarships.

27. **THE WILBUR WILSON MEMORIAL SCHOLARSHIP AWARD:** This will be awarded to a freshman student who plans to return to Gardner-Webb College. The award will be decided upon the basis of academic attainment and Christian commitment and presented at the closing exercises in the spring. The award is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church and denomination faithfully. He served as a deacon and Sunday school superintendent at Dover and First Baptist Churches in Shelby, North Carolina, and at the Central Baptist Church in Miami, Florida. The award is presented by his wife Mrs. Eula M. Wilson.

28. **THE VIRGINIA LYNN SMITHER SCHOLARSHIP:** In 1963 Mr. W. H. Smither of Winston-Salem established a memorial scholarship in memory of his daughter, Virginia Lynn, who was serving as an instructor in Physical Education at Gardner-Webb College when she lost her life in an automobile accident. This scholarship amounts to $250.00 annually and preference is given to a young man or young woman pursuing a church-related vocation. Application should be made to committee on scholarships.

29. **HAMRICK-PERRY SCHOLARSHIP ENDOWMENT FUND:** Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, have established an endowment fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship emphasis will be given to the student interested in the Christian ministry, Nursing or Education. Applications for this grant should be made to the Scholarship Committee.

30. **F.O.C.U.S. SCHOLARSHIP:** The Fellowship of Christians United in Service gives a scholarship each year to an outstanding member of the organization.

31. **THE S. C. HARRILL SCHOLARSHIP:** A $250 scholarship given by Mr. and Mrs. S. C. Harrill of Lattimore to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his local church and association, provided he maintains at least a 'C' average on all work.

There are many other scholarships and loan funds of various amounts available to students who show financial need.

Ada Harris Loan Fund
B. G. Beason Fund
Boiling Springs WMS Loan Fund (B.S. Students)
College Loan Fund
First Baptist Church, Maiden, N. C., Loan Fund
Gastonia Altrusa Club Loan Fund
Graham County Loan Fund
Mr. & Mrs. J. O. Terrell Loan Fund
Logan Loan Fund
Mrs. Fields Young, Sr., Loan Fund
Schenck Loan Fund
Shelby Box Company Loan Fund
Shelby Lions Club Loan Fund
Shelby Rotary Club Loan Fund
Suttle Loan Fund
Washburn Loan Fund
Union Trust Company Loan Fund
Lee B. Weathers Memorial Fund
and others not listed

Loan Funds

Gardner-Webb administers a loan fund which each year makes loans for qualified applicants. The size of the average loan varies from $200.00 to $600.00. Students who plan to utilize loan funds in their plans of financing their college education are advised to make applications well in advance of actual date of need. Often such loan funds are awarded in combination with other aid plans. Numerous loan funds are available for student loan. (See list above and below.)

1. **DAVID PRESSLEY MEMORIAL LOAN FUND:** In 1956 the students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

2. **HATTIE NIX GILLIATT MEMORIAL LOAN FUND:** This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby.

3. **WMU FUND FOR WOMEN:** The Woman's Missionary Union of Kings Mountain Baptist Association has provided a loan fund to be used in $50.00 allotments by worthy young women.

4. **BEAVER DAM BAPTIST CHURCH FUND:** The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100.00 allotments by worthy young men and women, with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

5. **JOSEPH HENRY JONES MEMORIAL LOAN FUND:** In memory of Joseph Henry Jones who gave his life in the Battle of the Bulge on December 16, 1944, his mother, Mrs. J. H. Jones, and other friends created a loan fund of $581.50 for worthy students.

6. **RUSH STROUP LOAN FUND:** In 1947 Mrs. Rush Stroup created in memory of her husband a loan fund of $5,000.00. This fund is available in a special trust fund in the Wachovia Bank and Trust Company of Charlotte and will be used for deserving young people, preferable Cleveland County students and preferably ministerial students.

7. **THE MARION HINSON LOAN FUND:** In 1950 Mr. and Mrs. Claude S. Hinson of Belmont gave $2,500.00 to establish a student loan fund as a memorial to their son, Marion Hinson.

8. **J. HERBERT BRIDGES LOAN FUND:** In 1949 J. Herbert Bridges of Charlotte gave an initial $1,000.00 toward the establishment of a loan fund for worthy and needy students. This fund is now available.



9. **TOM WITHROW FOUNDATION LOAN FUND:** In 1953 A. T. Withrow of Charlotte established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

10. **JOHN MACLAREN LAWRENCE MEMORIAL LOAN FUND:** In 1954 Mr. and Mrs. Tom Lawrence of Cliffside established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County. Available amounts not used by Rutherford County students may be applied to other students recommended by the faculty committee. This amounts to $3,799.98 to date.

11. **THE PHILIP LOVIN ELLIOTT MEMORIAL SCHOLARSHIP LOAN FUND:** This fund was established by the Elliott family and friends for worthy and needy students. The amount to date is $1,929.91. Any one desiring to memorialize our deceased beloved president is encouraged to help swell this fund.

12. **THE C. B. BAKER SCHOLARSHIP AND LOAN FUND:** Mr. C. B. Baker, Route 1, Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb. This amounted to $7,550.00 and is to be used to help those students dedicated to full-time Christian service.

13. **R. I. CORBETT LOAN FUND:** Rev. R. I. Corbett, Marion, N. C., bequeathed stock worth approximately $8,000.00. Income from this fund is available.

14. **MR. AND. MRS. THOMAS RAY CAUSBY OF BELMONT, NORTH CAROLINA, ENDOWED LOAN FUND:** To any worthy student selected by the College Scholarship and Financial Aid Committee. The recipient of this fund will be expected to pay the loan back to the fund after graduation. There will be no interest charged. Payments will be scheduled in such a manner to avoid putting a burden on the recipient. The recipient may make a contribution to the fund to help future students.

College Work-Study Program and College Work Program

A limited number of work-study jobs are available for students who qualify by the Financial Aid Officer and application should be made directly to him for consideration. A maximum of 15 hours work per week is permitted under this program.

Additional Loan Funds

NORTH CAROLINA PROSPECTIVE TEACHERS SCHOLARSHIP—LOANS

The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the state to assist them in their education.

PRE-MINISTERIAL SCHOLARSHIPS

$200.00 is available to students second semester if he or she can maintain a "C" average on all work attempted.

SONS AND DAUGHTERS OF ACTIVE MINISTERS

These are awarded $100.00 second semester if student can maintain a "C" average on all work attempted.

MISSIONARY OR CHURCH-RELATED VOCATIONS

$200 is available to students second semester if they can maintain a "C" average on all work attempted.

NATIONAL DEFENSE STUDENT LOANS

Gardner-Webb is a participant under the National Defense Education Act of 1958. The college is authorized to make loans to students who can show a need for the assistance in order to attend college. The size of the loans granted is determined by available funds, number of applicants, and financial circumstances of applicant. This loan program is extremely popular with students and their parents as terms of repayment are up to 10 years following termination of the college program. Your Financial Aid Officer will be able to answer questions for you concerning this loan. This loan carries 3% interest.

COLLEGE AID PLAN, INC.

This is a convenient method of paying tuition and other fees in monthly payments. It is a private plan entered into with The College Aid Plan of New Hampshire. This loan may be obtained for a four-year period. Write the Financial Aid Officer for information.

NURSING STUDENT LOAN FUND

This fund, created under the Nurse Training Act of 1964, makes available loans up to $1,500 per year to students in the Associate in Arts Degree Nursing Program, who are in need of financial assistance.

EDUCATIONAL OPPORTUNITY GRANT (EOG) AND NURSING EDUCATIONAL OPPORTUNITY GRANT (NEOG)

Educational Opportunity grants are now available for exceptionally needy students who wish to attend Gardner-Webb College. These grants were made possible under Title IV of the Higher Education Act of 1965 and the Nursing Training Act. The program provides funds for capable or talented

students who, because of insufficient financial resources, might otherwise be unable to attend college. Qualified students may receive grants ranging from $200 to $1,000 each year. The amount of the grant is geared to the parents' annual income (taxable) and the expected parental contribution to the student's educational expenses, but may not exceed one-half of the student's total financial need after his own resources and any financial assistance under the college Work-Study Program are deducted. Application for an EOG or NEOG is made in the same manner as for all other financial aids at Gardner-Webb College.

VETERAN'S BENEFITS

Applicants who are children of disabled or deceased veterans may be eligible for financial aid. Contact your nearest Office of Veteran's Administration for answers to questions.

G. I. BILL

The G. I. Bill of 1965 provides educational assistance for veterans who have served at least six months of active service since January, 1956. Contact Veteran's Administration for answers to questions.



VOCATIONAL REHABILITATION

The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina, 27600.

INSURED STUDENT LOAN PROGRAM

Residents of North Carolina enrolled full time may borrow up to $1,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Apply through the Director of Student Aid.

JAMES E. AND MARY Z. BRYAN FOUNDATION, INC. STUDENT LOAN PLAN

Residents of North Carolina enrolled full time in undergraduate programs may borrow up to $1,500 per academic year. The interest rate is 1% during the in-school period, and 6% during the repayment period. Repayment begins four months after leaving school as a full-time student.

For more information write or visit the Financial Aid Office for a printed pamphlet which describes all programs in more detail.



ADMISSIONS

Candidates for admission to Gardner-Webb College should contact the Director of Admissions for the necessary application forms. In order to be considered for admission the following information should be on file in the Office of Admissions.

Requirements

I. Formal application for admission, including small photograph and application fee of $15 for all applicants. (This fee is not refundable.)

II. An official transcript of high school credits.

III. A medical report from a physician.

IV. S. A. T. scores on the College Entrance Examination Board tests.

Every applicant for admission to the freshman class is required to take the Scholastic Aptitude Test of the College Entrance Examination Board and have the scores reported to the college. The test is given in December, January, March, May, and July. It is recommended that the Scholastic Aptitude Test be taken in the senior year.

Students wishing to make application to take the tests should procure application forms from their secondary schools, or write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey or Box 1025, Berkeley 1, California, for the BULLETIN OF INFORMATION, which includes an application form and is available without charge. The bulletin lists test centers and gives complete information concerning the tests.

Because of deadlines for filing application to take the College Board tests, the student must make his arrangements well in advance of the testing date so that his application may be received in Princeton or Berkeley by the closing date.

Forms for each of the above items, except No. 4, are supplied to the applicant by the College and may be obtained upon request. More detailed information concerning filing of the application is included on an instruction sheet which accompanies the application blanks. When all four items have been received and processed, the applicant is written a letter relative to his acceptance.

Generally speaking the main bulk of applications for admission for any given year should come into the office sometime between October and April for the following fall term; between October and the last part of December for the second semester; and between January and June for the summer session.

1. Regular
   a. Those who have been graduated from an accredited high school with a minimum of fifteen units. (Refer to NOTE below.)

b. Adults who have the equivalent of graduation on the basis of G. E. D. tests, or a State High School Equivalency Certificate.

2. Special
   a. A limited number of applicants for certain courses in music.
   b. A few select students of mature years are admitted to classes by special permission of the Dean regardless of previous training. These students do not receive college credit.

Methods of Admission

The College reserves the right to reject any applicant without giving a reason.

NOTE: Gardner-Webb does not prescribe a fixed pattern for admission but evaluates the student's record in the light of his chosen course of study. The quality of work and distribution of units must indicate sufficient preparation for the chosen course of study. The College RECOMMENDS the following MINIMUM course distribution as the best preparation for academic work at Gardner-Webb:

English	4 units
Language	2 units
Social Science	2 units
Algebra	2 units
Geometry	1 unit
Natural Science	1 unit
Electives	4 units

If a student is found deficient in foreign language or mathematics, he may remove the deficiency in the following way:

1. Foreign Language. An applicant who takes a course which includes foreign language should offer two units in that language for admission. If he offers less than two units he may begin language in college.

2. Mathematics. An applicant who elects Mathematics 101 should offer two units in algebra and he must offer one unit in Geometry or take it without college credit. Geometry may be taken along with Mathematics 101 but must be completed before a student is admitted to Mathematics 102. Students taking Mathematics 100 only may do so without having had Geometry.

Advanced Placement and Exemption

Students achieving a score of 4 or 5 on an Advanced Placement Program test of the College Entrance Examination Board will be given credit for the course covered by the test.

In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take in the same department an advanced course carrying the same or more credit.

Details concerning the Advanced Placement Program and Exemption will be worked out through the Dean of Instruction, the appropriate department involved, and the student.

Admission to Advanced Standing (Transfer Students)

Transfer students from other colleges are required to have on file in addition to that required of regular applicants an official transcript of their previous college record and a personal data sheet (form supplied by Gardner-Webb College) from the college last attended. Gardner-Webb applies the same ruling to transfer students as it does to her own students in regard to academic requirements (relative to admission, absences, graduation, etc.) and citizenship. Transfer students offering a minimum of 60 semester hours or the equivalent, are not required to take the SAT, if they have not had it already. No more than 64 semester hours will be accepted for graduation credit for junior college transferees.

In general any work on which a student has earned a passing grade will be accepted provided it fits into the curriculum pursued at Gardner-Webb.

Registration

Certain days at the beginning of each semester or summer term are set aside for registration. No student will be permitted to register for credit after two weeks from the beginning of classes in any semester. Auditors may attend classes. An audit fee is required. See financial section.

During the registration period a student observes the following procedure: (1) secures from the Registrar's office permission to register and necessary information and blanks; (2) arranges his schedule of classes with the help of a faculty adviser; (3) has his course of study and schedule of classes approved by the Registrar; (4) makes payment of fees to the Business Manager.

A student will not receive credit for any course for which he has not registered.

By approval of the Dean or Registrar, a course may be added within two weeks from the beginning of the semester. A fee of $5.00 will be charged for any change in schedule after the initial registration period, unless this change is required by the Administration.

To be eligible to register for the next semester, a regular student carrying 12 or more credit hours must pass at least 12 hours of work (unless he is

a first semester freshman, in which case he must pass at least 8 hours). A student carrying less than 12 semester hours must pass at least half of his college credit work. Failure to do so will result in academic suspension for at least one semester, after which the student may apply for readmission. Under exceptionally extenuating circumstances a student failing to meet the regular retention requirements for readmission may appeal to the Admissions Committee for special consideration.

Late Registration

A late registration fee of $5.00 will be charged.

No student will be admitted, except by special permission, after the expiration of two weeks beyond the scheduled registration days.

Classification

Students are classified at the beginning of the regular school year or at the time of entrance if the entrance date is other than the beginning of the school year:

1. **FRESHMEN**—Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. **SOPHOMORE**—Students fully qualified academically for credit and who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. **JUNIORS**—Students fully qualified academically for credit and who have earned 60 or more hours of credit, but less than 90 semester hours.
4. **SENIORS**—Students fully qualified academically for credit and who have earned 90 or more semester hours of credit.
5. **SPECIALS**—CREDIT students, qualified academically for credit; and NON-CREDIT students, music specials not desiring credit and a limited number of adults admitted to regular classes regardless of previous training.

Class Attendance

Gardner-Webb College assumes the position that every class hour is important. All absences are recorded by the professors. Regular attendance is expected of every student enrolled in the college, and every student is responsible for all of the work—including tests and assignments—of all class meetings.

In the event absences from class exceed 25 per cent of the number of class

meetings of that course during the semester the student will *lose* credit for that course. (For example: the maximum absences for any reason for a 3-hour course are 11 absences for classes meeting one hour for 3 days a week or 7 absences for classes meeting one and one-half hours for 2 days a week.)

FOR CERTAIN STUDENTS:
The following students are allowed *no unexcused absences:*

(1) All students in their *first semester of study* at Gardner-Webb College.

(2) All students on *academic probation,* and

(3) Students with *less than 1.5 quality point ratio.*

FOR OTHER STUDENTS (Except Juniors and Seniors having a QPR of 2.0 or above) :

To take care of normal contingencies—such as medical appointments, special occasions, and minor emergencies—a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester for each hour of credit in each class.

Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

FOR JUNIORS AND SENIORS HAVING A QPR OF 2.0 OR ABOVE:
To take care of normal contingencies—such as medical appointments, special occasions, and minor emergencies—a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only 4 absences are allowed per semester.

Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

For each unexcused absence in excess of that which is allowed, three points will be deducted from the semester grade in that course. After the fourth unexcused absence, the student will be sent to the Vice President of Academic Affairs.

No absences without excuse are allowed in any laboratory work. All laboratory work must be made up to the satisfaction of the professor.

Tardies

Three unexcused tardies count as an unexcused absence. When a student is tardy more than fifteen minutes, it will count as an absence. The student is responsible to clear tardies with the professor at the end of the class in which he was tardy.

No absences without excuse are permitted from classes at the time of announced tests.

Sickness excuses should be signed by a nurse or a physician.

The responsibility for enforcing these regulations lies with the professor of the course in question.

Grading System

GRADES—The scale of grades for the official record is as follows:

	Quality Points per sem. Hour
A —Excellent (95-100)	4
B —Above average (88-94)	3
C —Average (78-87)	2
D —Below average (70-77), passing	1
F —Failure (below 70)	0
I —Incomplete	0
W —Withdrew without penalty	0
WP—Withdrew passing	0
WF—Withdrew failing	0
UF—Withdrew unofficially	0

An "I" indicates that the student has not turned in assigned written work, or that he has not yet taken a test or examination, although he has a valid excuse. An "I" automatically becomes an "F" unless removed during the following semester.

Students are permitted to drop courses or withdraw from school without penalty, that is with W only recorded on the permanent record up through two weeks following the end of the mid-term grade report period in each given semester if the student goes through official procedures to do so. Grades for individual courses officially dropped after that date or for official withdrawal from school will be entered as WP (dropped or withdrew passing) or WF (dropped or withdrew failing) as the case may be for each individual student at the time he drops a course or withdraws from school. Courses listed as W or WP will not be counted in hours attempted in figuring quality point ratio; courses listed as WF will be counted as hours attempted in figuring quality point ratio until the course is repeated. Only a course on which a "D," "F" or "WF" is received may be repeated. **When a course is repeated, only the highest grade is counted in computing the quality point ratio for retention and graduation purposes at Gardner-Webb College for the B.A., B.S. and non-transferable terminal degrees.** If such a course is not repeated, it is counted as work undertaken in computing the quality point ratio.

Any work from which a student withdraws unofficially whether from a course or from school, counts as work undertaken even though the course(s) may be repeated. Such work is designated with a "UF." Expulsion from a course or from school carries the same penalty. Suspension from school carries a "WP" or "WF" depending on the status of the student in each course at the time of suspension unless the decision of the disciplinary committee dictates otherwise.

Quality Point Average—A student's general academic performance is determined by what is commonly known as the quality-point (or grade point) average. For computational purposes in securing a student's average, one semester hour of work passed with a grade of A, B, C, D, or F is given the numerical value of 4, 3, 2, 1 or 0 respectively (see scale of grades). The numerical value is then multiplied by the number of semester hours represented by the course; the quality points earned in all courses are added and the total is divided by the number of semester hours attempted, including courses failed and passed, except as explained above when courses are repeated. Non-credit courses are not counted in the computation for quality point ratio. Grades in courses taken at another institution are not considered in computing the quality-point index at Gardner-Webb, but for graduation purposes the transfer student must have an overall 2.00 or above quality point ratio on the same basis as Gardner-Webb students, including work attempted at other institutions.

ACADEMIC HONORS—Two honor lists are posted each semester:

1. Dean's List—Full-time students whose quality point average equals 3.8 will be recognized for Distinguished Scholarship as Honor Roll students.

2. Honor Roll—Full-time students whose quality point average equals 3.2 but not 3.8 will be recognized as Honor Roll students.

In every case there must be no grade below C and the student must be carrying a minimum of 15 semester hours.

GRADUATION—Baccalaureate and Associate degrees—A student must have a minimum grade of "C" on each course required in the major field and have a cumulative quality point ratio of 2.0 (on a 4.0 basis) on all work attempted.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Dean. If the student is excused, his grade will be recorded as "Incomplete."

If a student is absent from a test which has been previously scheduled, he

is given a grade of zero on that test and is not allowed a second test unless recommended by the teacher. In that case the student pays to the Business Manager a special fee of $1.00 for the test, or $3.00 for a final examination.

Reports of the student's progress are made at the end of each nine weeks, indicating the grade of scholarship and attendance at class and chapel. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record.

Student Representation

Only students who passed 10 semester hours with an average grade of "C" on these 10 hours during his previous semester and currently carrying the normal student load may represent the College in public functions.

In order to be eligible for election to the offices listed below a student must have a minimum of 2.0 quality point ratio on all work taken his previous semester in attendance and be currently carrying a normal student load (15 or more hours) with passing marks.

Student Government Association

President
Vice President
Secretary-Treasurer

Baptist Student Union

President
Vice President
Secretary

Publications

Editor-in-Chief
Business Manager

Sophomore Class

President
Vice President

The faculty or its executive committee may at any time declare a student ineligible to represent the college because of poor academic performance and because of improper personal conduct.

Students who are readmitted to the College on probation, either academic or disciplinary, are not eligible to represent the College until the probation has been removed.

Student Load

The normal load for a regular student is 16 hours; however, with permission of the Vice President of Academic Affairs a student may take 19 hours as the maximum. Every regular student is required to register for at least twelve hours. No regular student may drop below twelve hours during a semester.

Withdrawal

If a student withdraws from school, he should notify the President, Vice President of Academic Affairs, Business Manager and the Registrar; otherwise he is not entitled to an honorable dismission.

Students who have been requested to withdraw are not permitted to register again until they have permission of the Executive Committee of the Faculty.

Awards

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to the senior boy making the best record in scholarship and general interest in college activities.

In memory of the late Miss Etta L. Curtis, Mr. R. E. Price offers a citizenship medal to the senior girl making the best record in scholarship and general interest in college activities.

Mrs. Suttle, widow of the late Rev. John W. Suttle, offers a medal to the student making the best record in Bible courses and having the best grasp of Bible teachings.

The winners of these three awards are selected by the faculty.

ADDITIONAL SCHOLARSHIPS

Subject field awards and scholarships:

Athletics and Physical Education
Bible
Business (Phi Beta Lambda)
Chemistry
Dramatics
English
French
Freshman Scholarship Award
Greek
History
Latin
Mathematics
Music
Nursing
Physics
Political Science
Religious Education
Schweppe Music Award
Senior Scholarship Award,
Given by Rev. Thomas Max Linnens
Sociology
Spanish
Typing

Numbering System

Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Following the course descriptions, the first digit indicates the number of required classroom hours

per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Summer Session

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Complete information, both as to courses offered and expenses, may be obtained by writing to the Director of Summer School, Gardner-Webb College, Boiling Springs, North Carolina.

Evening College

In 1963 Gardner-Webb College began offering courses in the evening hours for credit and non-credit. An excellent response was accorded this new service program of the College. It is the will of the administration that we continue to serve the needs in this geographical area.

Contact the Director of the Evening College for more information.



DIVISIONS OF INSTRUCTION

A list of the divisions of the college, with reference to the pages in the catalogue covering course descriptions, majors offered, and degree requirements, is given below:

BACCALAUREATE PROGRAM

(A minimum of 128 semester Hours is required for graduation)

DIVISION OF GENERAL BUSINESS (see pp. 52-59)
Department of Business
Department of Data Processing

DIVISION OF EDUCATION AND PSYCHOLOGY (see pp. 60-66)
Department of Education
Department of Psychology

DIVISION OF FINE ARTS (see pp. 67-78)
Department of Art
Department of Music
Department of Theatre Arts and Speech

DIVISION OF HEALTH EDUCATION AND PHYSICAL EDUCATION (see pp. 79-83)

DIVISION OF LANGUAGES AND LITERATURE (see pp. 84-96)
Department of Ancient Languages and Literature
Department of English Language and Literature
Department of Modern Foreign Languages and Literature

DIVISION OF MATHEMATICS AND NATURAL SCIENCE (see pp. 97-106)
Department of Biology, Chemistry and Geology
Department of Mathematics and Physics

DIVISION OF RELIGIOUS STUDIES (see pp. 107-114)
Department of Religion
Department of Religious Education

DIVISION OF SOCIAL SCIENCE (see pp. 115-122)
Department of Associated Social Sciences
Department of History

ASSOCIATE DEGREE PROGRAM

(A minimum of 64 Semester Hours is required for graduation)

DEPARTMENT OF BUSINESS (see pp. 123-125)

OTHER DEPARTMENTS: By special request and arrangement, a student may receive the Associate Degree in a department that awards the Bachelor's Degree.

BACCALAUREATE PROGRAM
DEGREES AND BASIC COURSE REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. To be awarded these degrees the student must complete (1) the Basic Course Requirements, choosing either Group A, B, or C as indicated below, (2) a course of study approved by his Major department, and (3) elective courses to make a total of 128 semester hours. A maximum of four semester hours for chapel credit may be applied toward the completion of the 128 hours. Chapel is required of all full-time students.

The general requirements for both degrees are the same with the following exceptions: for the degree of Bachlor of Science a student may elect to complete a Foreign Language through course numbers 201, 202 as shown in the Basic Course Requirements Group A below, or elect to take eight hours in a second Science as shown in Group B below or six additional hours in Mathematics as indicated in Group C below.

The Bachelor of Science degree is conferred only upon those students who complete a major in Biology, Mathematics, Physical Education, Business, General Science, Education, and Psychology.



All students enrolled for the Baccalaureate Degree must take the following Basic Course Requirements except as noted above and shown in Group B and C below:

Basic Course Requirements	*Semester Hours Required*		
	Group A	Group B	Group C
English 101, 102	6	6	6
Language:	0-12*		
French 101, 102; 201, 202 (0 to 12 hrs.)			
German 101, 102; 201, 202 (0 to 12 hrs.)			
Greek 101, 102; 201, 202 (0 to 12 hrs.)			
Hebrew 101, 102; 201, 202 (0 to 12 hrs.)			
Greek 101, 102 and Hebrew 101, 102 (0 to 12 hrs.)			
Latin 101, 102; 201, 202 (0 to 12 hrs.)			
Spanish 101, 102; 201, 202 (0 to 12 hrs.)			
Religion 101, 102	6	6	6
Science:	8	16	8
Anatomy and Physiology plus Kinesiology (8 hrs.)		(2 sciences)	
Biology 101, 102 (8 hrs.)			
Chemistry 101, 102 (8 hrs.)			
Geology 101, 102 (8 hrs.)			
Physical and Life Science (8 hrs.) (restricted to K-3 and 4-9 teachers)			
Physics 201, 202 or 203, 204 (8 or 10 hrs.)			
Mathematics (Group C requires 101, 102 and 205) (Group C excludes Mathematics 100)	3	3	9
Social Science:			
History 101, 102	6	6	6
Elect 6 additional hours from the following:	6	6	6
1. History 201, 202 (6 hrs.)			
2. Political Science, Geography, Sociology, Psychology and Economics (6 hrs.)			
Fine Arts, selected from one of the following:	3	3	3
Music 150 (Music Appreciation)			
Art 301 (Art Appreciation)			
The Art of the Drama 101			
Theatre Arts in the Mass Media 214			
Physical Education	2	2	2
	40 to 52*	48	46

**Depending upon the number of high school language units earned by the student.*

GENERAL REQUIREMENTS FOR THE BACCALAUREATE DEGREE

I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	24-12
VI. Chapel (one semester hour of credit is given for two semesters of Chapel)	4
Total	128

Interdepartmental Majors should refer to the Divisions of Business (Department of Business), Fine Arts (Department of Music), and Religion (Department of Religious Education).

Freshmen and Sophomores who are uncertain about the field of study they wish to major in may follow the program listed below during their first two years:

FRESHMAN

FIRST SEMESTER	*Semester Hours*	SECOND SEMESTER	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion 101	3	Religion 102	3
Chapel		Chapel	
	16		16

SOPHOMORE

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Chapel		Chapel	
	16		16



All students should decide before the end of their sophomore year what their major field of concentration will be. Each student must present to the Vice President of Academic Affairs a written statement of approval from the Chairman of the Department in which he wishes to major that he has received permission to pursue that course of study. He may not change from one major to another without the joint approval of the Vice President of Academic Affairs and the Director(s) of the Division(s) concerned.

Graduation

The student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to apply officially to the Registrar for his degree at the beginning of the term in which he expects to graduate. This applies to candidates in the Baccalaureate and Associate Degree programs.

Each candidate for graduation must satisfy all of the basic course requirements of Gardner-Webb College as approved by the Vice President of Academic Affairs or the Registrar and all of the specific requirements of the Department in which he is majoring. All candidates are expected to take their last year in residence (30 semester hours) at Gardner-Webb College.

THE DIVISION OF GENERAL BUSINESS

In the Division of General Business, the Bachelor of Science degree is offered in the following fields of study: Business Administration, Secretarial Science, Church Secretarial Science, Data Processing, Business Education for secondary teachers of skills courses, and Business Education for secondary teachers of basic business.

Department of Business

The Department of Business accepts candidates for the Bachelor of Arts degree with majors in Business Administration, Secretarial Science, Church Secretarial Science, and Business Education.

The Department is concerned with the development of skills, attitudes and understanding of principles necessary for successful business and economic life.

The two major purposes of the Department are: (1) the vocational preparation of young men and women who have an interest in and an aptitude for business or office occupations, and (2) to make a contribution to the education of all students toward the attainment of economic efficiency.

Majors offered by the Department: Bachelor of Science in Business Administration, Secretarial Science, Church Secretarial Science, and Secretarial Science/Religious Education. Also see Division of Fine Arts for Bachelor of Arts in Church Music/Secretarial Science. Associate in Arts (two-year program) in General Business, Secretarial Science, and Church Secretarial Science.

Description of Courses

BUSINESS ADMINISTRATION

101. Business Principles. A basic course in the organization, functions, operations, controls, and problems of business enterprise. Offered each semester. 3-0-3.

Mat. 205. Mathematics of Finance (see Mathematics). 3-0-3.

213, 214. Accounting Principles. This course acquaints students with present day methods of keeping and interpreting business records and reports that are useful to owners and managers of business enterprises. This knowledge is applied to the proprietorship, partnership, and the corporate forms of business organizations. Prerequisite: Mathematics 101,102. 3-1-3, 3-1-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

312. Business Finance. An introduction to principles governing financial operations of business enterprises with emphasis on the problems of the small business unit. The financial consideration in promotion and the selection of the form of organization. Prerequisite: Accounting 213, 214. 3-0-3.

313, 314. Intermediate Accounting. Designed to train students to analyze problems and apply accounting principles involved. A study of advanced accounting theory and application. Prerequisite: Accounting 214. 3-1-3, 3-1-3.

315. Cost Accounting. An introduction to the study of cost accounting. Attention is given to the accounting procedures necessary to standard cost methods. Prerequisite: Accounting 213, 214. 3-0-3.

316. Principles of Management. A study and analysis of the theory of sound business organization and management under a free enterprise economic system. Prerequisites: Accounting 214 and Economics 204. 3-0-3.

325. Business Communications. Emphasis is placed on the language skills necessary to formulate and comprehend written and spoken ideas. Special stress is placed on the tools of communication used by business. Prerequisite: English 101, 102. 3-0-3.

PSY 403. Business and Industrial Psychology (see Psychology). 3-0-3.

411. Business Law. A study of law as it applies to ordinary business transactions, including the making of contracts, principal and agent, and negotiable instruments. 3-0-3.

412. Business Law. A continuation of Business Law 411. The study covers bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Law 411. 3-0-3.

425. Federal Income Taxes. Acquaints the student with the federal income tax laws and their application to the income tax returns of the individual. Prerequisite: Accounting 214. 3-0-3.

430. Methods of Teaching (Basic Business). The techniques and methods used in the teaching of basic business courses are stressed. Required for teachers of non-skill business courses in secondary schools. 3-0-3.

ECONOMICS

203. Principles of Economics. An institutional introduction to economic problems: production, consumption, price system and allocation of resources; distribution of income, business and labor organizations, money and banking systems, income determination, public finance, and economic development. 3-0-3.

204. Principles of Economics. Elementary theory of prices, forms of competition, and income distribution, public policy, and international economics. Prerequisite for courses of higher numbers in Economics and Business. Prerequisite: Economics 203. 3-0-3.

207. Economic Statistics. An introduction to statistical methods as applied to economics and business data, including sources of information, graphs, averages, measures of dispersion, sampling, and statistical interpretation, time series, index numbers and correlation. 3-0-3.

301. Money and Banking. Basic and vital information concerning the various theories and approaches to money value. Adequate attention is also given to the development and direction of the Federal Reserve System. Prerequisites: Accounting 114 and Economics 204. 3-0-3.

311. Labor Economics. An analysis of the labor market, levels of employment, the labor union movement, and the problems of organized labor and efforts toward their solution. Prerequisite: Economics 204. 3-0-3.

315. Development of Economic Thought. The evolution and development of economic thought through scholastics of the middle ages and later ages with schools through mercantilism. Physiocrats, Classical School, Socialism, Historical School, Marginalist School, Mathematical School, Institutionalist School, through modern theories, and the Kenesian School and its influence on modern economic theory and development of the economy. Prerequisite: Economics 204. 3-0-3.

318. Marketing. Presents a comprehensive analysis of the marketing system and an accurate understanding of the marketing process. Prerequisite: Economics 204. 3-0-3.

411. Comparative Economic Systems. A comparative study of the forms of economic systems through an analysis of the institutional organizations of each type of economy and the operation of the basic economic principles in each type of structure. Prerequisite: Economic 204. 3-0-3.

SECRETARIAL SCIENCE

305, 306. Shorthand. Fundamental principles of Gregg Shorthand with special emphasis on accuracy and speed. Dictation and transcription accompany the pursuit of fundamental perfection in shorthand. 3-2-3, 3-2-3.

307, 308. Typewriting. The first year of typewriting is designed to give the student a command of the keyboard and working knowledge of all parts of the machine. Speed and accuracy on straight copy and production work will be emphasized. 3-1-2, 3-1-2.



403. Office Machines. Basic courses in the operation, use, care of office machines and equipment, including transcribing machines, adding, calculating and posting machines. Prerequisite: Typewriting 307, 308 or the equivalent. Offered each semester. 3-3-4.

404. Secretarial Practice. Acquaints the student with secretarial duties in in the office, including secretarial typewriting, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisites: Typewriting 307, 308 and Shorthand 305, 306. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and the mechanics of English grammar. Emphasis on ability to take dictation and transcribe it in acceptable form. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency. Definite budgets of graduated difficulty are required. 3-1-2, 3-1-2.

430. Methods of Teaching (Business Skills). This course covers the techniques and theories of teaching shorthand, typewriting, and office machines. Classroom work and observation of teaching will be included. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
The Mathematics requirement must be met by taking Mathematics 101. Economics 203 and 204, which are required, will satisfy the additional Social Science requirement.	
Major	30
Business Administration 101, 213, 214, 301, 312, 316, 325, 411, 412; Economics 207.	
Supportive Studies	15
Secretarial Science 307 or 308; The remaining nine hours may be taken in the following area(s): Mathematics, Data Processing, Social Science and/or Psychology.	
Complementary Requirements	9
Speech 102, Psychology 201, Mathematics 102.	
Complementary Electives	15
These hours may be taken in three of the following areas: English, Fine Arts, Mathematics, Psychology, Religious Education or Sociology.	
	15-3
Free Electives	16-4
Chapel	4
Total	128

The Bachelor of Science Degree
With a Major in Basic Business
With Preparation for Secondary (10-12) Teacher Certification
(See Departmental Chairman)
The Bachelor of Science Degree
With a Major in Secretarial Science

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Major	30
Secretarial Science 305, 306; 307, 308; 403; 404; 405, 406; 407, 408; Business Communications 325.	

Supportive Studies	21
Business Administration 101, 211; 213, 214; Economics 203, 204; General Psychology 201.	
Complementary Electives	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	18-6
Chapel	4
Total	128

The Bachelor of Science Degree
With a Major in Business Education
With Preparation for Secondary (10-12) Teacher Certification

(See Departmental Chairman)

The Bachelor of Science Degree With a Major in
Secretarial Science/Religious Education

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Major (Area of Concentration I)	33
Principles of Accounting 213; Typewriting 307, 308; 407, 408; Business Communications 325; Shorthand 305, 306; 405, 406; Office Machines 403; Secretarial Practice 404.	
Supportive Studies (Area of Concentration II)	30
Economics 203, 204; Religion 321, 331; Business Law 411; Religious Education 270, 310, 371, 372, 373.	
Complementary Requirements	
Six hours will be counted in the Basic Course Requirements if the second level of a Foreign Language is completed.	
Complementary Electives	9
These courses may be taken in English, Fine Arts, Mathematics, Psychology, Religious Education or Sociology.	
Free Electives	12-0
Chapel	4
Total	128

The Bachelor of Arts Degree With a Major in
Church Music/Secretarial Science
(see the Division of Fine Arts)

Department of Data Processing

The Data Processing Department was established at Gardner-Webb College in the spring of 1965. The two major purposes of the department are: (1) to offer instruction to the students and faculty of the college in the use of computer facilities and (2) to assist the students and faculty with research activities involving complex computations and involved data processing. In the accomplishment of its objectives the Data Processing Department will acquaint the students with one of the newest instruments of science and industry, the electronic computer. Courses available through this department will help to prepare students for the challenges the computer and automation will demand during the coming years.

Major offered by the Department: Bachelor of Science in Data Processing

Description of Courses

221. Basic Machine Operation and Wiring. This course is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the fundamentals of IBM Accounting, IBM card reading, card punches 26, 29; sorters 82, 83; introduction to control panel wiring; interpreters 548-552, reproducer, 514 402/403 accounting machines; collators 85, 87. Laboratory Fee. 3-3-4.*

222, 402 Accounting Machine. This course is a continuation of Data Processing 221. Is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the planinng chart; digit selection, group printing, set-up change, hammerlock control, counter coupling; total transfer, group indication; field selection; class selection; carriage control, summary punching; runout buttons and switches; space control, inverted forms; multiple line printing; and case studies. Prerequisite: Data Processing 221. Laboratory Fee. 3-3-4.

221. Basic Computer Systems Principles. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing their data processing prob-

lem to a form that the computer can handle. Prerequisite: Data Processing 321 and 322 or permission of Chairman of department. 3-0-3.

333. Numbering Systems. In this course, the student will learn how to use and work with the decimal base, bingry base, octal base, and hexadecimal base. The student learns how to add, subtract, multiply, and divide in each base. Attention is given to negative balances and conversion factors. 3-0-3.

421. PL/1 Computer Programming Part I. Included in this course is the use of IBM 360 Model 75 Computer. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statements, input, output, array expressions, attributes, block structure, operators, character sets, and program definition. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

422. PL/1 Computer Programming Part II. A continuation of Data Processing 421 with special attention given to more advanced business and mathematical problems. Attention is given to advanced programming techniques in order to accomplish desired results. The student spends time in working with subroutines and decision tables. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 421. Laboratory Fee. 3-3-4.

431. RPG Computer Programming Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determine the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest of generated program instructions.
4. Create the control cards required for the assemble and the running of the RPG Program.

Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

432. RPG Computer Programming Part II. A continuation of Data Processing 431 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 431 or permission of Chairman of department. Laboratory Fee. 3-3-4.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Data Processing

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
The Mathematics requirement may be met by taking Mathematics 101.	
Major	30
Data Processing 321, 322; 331, 332; 421, 422; 431, 432.	
Supportive Studies	15
Accounting 213, 214; Economics 203, 204; Mathematics 102 and 12 hours of business or 12 additional hours of either Mathematics or Natural Science or a combination of each.	
Complementary Electives	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	24-12
Chapel	4
Total	128

DIVISION OF EDUCATION AND PSYCHOLOGY

The Division is divided into two departments: (1) the Department of Education and (2) the Department of Psychology.

The Bachelor of Science degree is offered in the following areas of study: Early Childhood Education (K-3), Intermediate Education (4-9), and Psychology. In addition, the professional course requirements for teacher certification at the secondary school level (9-12) are offered for those majoring in other subject areas.

Department of Education

This department, within the framework of the liberal arts and sciences curricula, offers programs in early childhood, intermediate, and secondary education which fulfill the requirements for a North Carolina Class *A* certificate. The requirements for teacher certification are coordinated with the requirements for the major field of concentration and the general requirements for the Baccalaureate degree. The department is conceived as a cooperative enterprise of the entire faculty. In preparing students for

public school teaching the following things are emphasized: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) preparing the student to become an integral part of his community.

Majors offered by the Department: Bachelor of Science in Early Childhood Education, Bachelor of Science in Intermediate Education, and Bachelor's degree with Certification in Secondary Education with a major in one or more of the following areas: Bible, Business, English, French, Health and Physical Education, Mathematics, Natural Science, Social Science, and Spanish. Refer to the appropriate departments in other divisions for specific requirements.

DESCRIPTION OF COURSES

ED 210. Reading (K-3). Deals with the teaching of reading from the kindergarten through the third grade. 3-0-3.

ED 212. Reading (4-9). Deals with the teaching of reading in the intermediate grades. 3-0-3.

ED 220. Children's Literature. A critical study of classical and current books with aids and criteria for selection. The use of books for curricular and leisure purposes. Extensive examination and reading of books and materials for children. 3-0-3.

ED 310. Materials and Media. Deals with materials, sources, and creativity in the preparation, utilization, and evaluation of teaching aids and materials. Also teaches the use and operation of educational equipment. 3-0-3.

ED 340. Curriculum. A study of the trends and organization of the curriculum, lesson planinng, unit construction, and activities. 3-0-3.

ED 410. Social and Philosophical Foundations of Education. A study of the social, cultural and philosophical influences upon the development of the child and our educational system. 3-0-3.

ED 420. History of American Education. A study of the origin and development of education in the United States to include organization, administration, support, trends, issues, and innovations. 3-0-3.



ED 425. Parent, School and Community. Activities, organizations and their relationships. A historical and philosophical background for these relationships and how they affect and involve young children. 3-0-3.

ED 430. Methods of Teaching. Designed to provide an adequate understanding and application of the wise use of materials and methods appropriate to the subject or grade level being taught. See the appropriate department for the subject of interest. 3-0-3.

ED 440. Curriculum (methods). Techniques of analyzing individual needs, tests grading, reporting, creativity in teaching, teaching the gifted and disadvantaged. Methods in the subject matter involved. 3-0-3.

ED 450. Student Teaching. An eight week period of supervised student teaching designed to provide the full range of teacher's work and its interlocking relationships. Ninety to one hundred fifty clock hours of actual classroom teaching experience is required. This must be in specific field or grade level for which the student is preparing. 0-full time for 8 weeks-6.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Early Childhood Education

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Life Science SE 101, and Physical Science SE 102, Mathematics ME 203, American History 201, 202 and Art Skills and Appreciation AE 301 must be taken and will count as 18 Basic Course Requirements.	
Major (Professional Educational)	30
Reading (K-3) ED 210; Children's Literature ED 220; Materials and Media ED 310; Curriculum ED 340, ED 440; Social and Philosophical Foundations of Education ED 410; Parent, School, and Community ED 424; Student Teaching ED 450; Educational Psychology 303.	
Supportive Studies (Required Subject Matter)	25
Art Skills ED 302, Cultural Anthropology 320, English 354, Geography 101, Music Skills and Appreciation ME 240, Music Education Materials ME 340, Health Education HE 320, School Activities (Early Childhood) PE 301, United States Government 202.	
Complementary Requirements	6
General Psychology 201, Child Psychology 301.	
Complementary Electives	11

These courses may be selected from skills courses in Music and Art (especially Crafts), Social Science, etc., as approved by the faculty adviser.

Free Electives	12-0
Chapel	4
Total	128

The Bachelor of Science Degree
With a Major in Intermediate Education

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Art Skills and Appreciation AE 301, Life Science 101 and Physical Science 102, Mathematics 203, and General Psychology 201, Geography 101 (or Government 202), which are quired, will satisfy the Basic Course Requirements.	
Major (Professional and General Education)	30
Reading (4-9) ED 212, Children's Literature ED 220, Materials and Media ED 310, Social and Philosophical Foundations of Education ED 410, History of American Education ED 420, Methods of Teaching ED 430, Adolescent Psychology 302, Educational Psychology 303, Student Teaching ED 450.	
Supportive Studies (First Academic Concentration)	18
An academic concentration of at least 18 hours is required from one of the following: Art, Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science (6 of the 24 are counted elsewhere).	
Complementary Requirements (Special Subjects)	16
Cultural Anthropology 320, English 354, Health Education (4-9) HE 320, Mathematics ME 204, Music Skills and Appreciation ME 240, School Activities (4-9) PE 301.	
Free Electives	20-8
Chapel	4
Total	128

The Bachelor's Degree
With Preparation for Secondary (10-12) Teacher Certification
(see the Department of interest)

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of man. The Department requires an undergraduate program of 36 semester hours for those majoring in psychology and offers one or more courses as required or elected by students from other departments of the College.

Major offered by the Department: Psychology

DESCRIPTION OF COURSES

201. General Psychology. A study of the general characteristics of human behavior, including motivation, learning, perception, emotions, and intelligence, with emphasis on the application of scientific methods to psychological investigation and on the biological bases of behavior and experience. 3-0-3.

202. Advanced General Psychology. A more detailed treatment of topics selected from those surveyed in General Psychology. Prerequisite: Psy. 201. 3-0-3.

206. Developmental Psychology. The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution. Prerequisite: Psy. 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psy. 201. 3-0-3.

302. Psychology of the Adolescent. The study of individual and social development from early adolescence to early adulthood. Points of emphasis include the intellectual, physical, and emotional changes during adolescence and the resulting problems of adjustment peculiar to our culture. Prerequisite: Psy. 201. 3-0-3.

303. Educational Psychology. The psychology of learning, including: the nature of the learning process, a survey of contemporary learning theory, the course of learning and forgetting, factors influencing retention and transfer of training. Consideration is given to the role of learning in personality adjustment. Prerequisites: Psy. 201, 301 or 302. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*



305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psy. 201 and 202. 3-0-3.

306. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory Prerequisite: Psy. 201 and 202. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion (See Religious Education). 3-0-3.

401. Abnormal Psychology. Descriptive analysis of the major mental disorders with a canvassing of attempts at interpretation, and major types of therapy. Some observation of cases will be attempted. Prerequisite: Psy. 201, 202, and 305. 3-0-3.

402. Introduction to Counseling. A course designed to acquaint the student with the function of counseling and the basic approaches to counseling. Prerequisite: Psy. 201, 202, 305, and 401. 3-0-3.

403. Business and Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisite: Psy. 305. 3-0-3.

404. Psychological Measurement and Appraisal. An elementary treatment of the principles and techniques of psychological measurement. Emphasis is placed upon the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisite: 201, and 202. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: 201, 202, 303, and 306. 3-0-3.

406. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Psychology

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Biology is recommended for the Science requirement.	
Major	36
General Psychology 201, Advanced General Psychology 202, Developmental Psychology 206, Child Psychology 301, Adolescent Psychology 302, Psychology of Personality 305, Introduction to Statistics 406.	
The additional 18 hours may be chosen from other Psychology courses.	
Supportive Studies	18
To be chosen from Sociology of Religion 356, Basic Christian Ethics 331, Psychology of Religion RE 374, General Chemistry, Physics, Histology, Creative Writing, Theatre Arts, Structure of English, Biology, General Science, Literature, Sociology, Anthropology.	
Complementary Electives	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	15-3
Chapel	4
Total	128



DIVISION OF FINE ARTS

The Division of Fine Arts is composed of (1) the Department of Art, (2) the Department of Music, and (3) the Department of Theatre Arts and Speech.

The objectives of the Division of Fine Arts are to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, to provide an opportunity to engage in creative activity as either spectator or participant, and to offer courses of interest for all students and of specialization for the major.

Department of Art

The Department of Art offers courses in art appreciation to fulfill the liberal arts philosophy of a well rounded student. The art appreciation courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped Western Civilization. In addition to art appreciation, the Department offers courses in applied art to meet teacher certification.

DESCRIPTION OF COURSES

FA 203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. Six clock hours per week. 1-4-3.

FA 205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosiacs, leather craft, rug hooking, mat weaving, metal enameling. etc. 0-6-3.

AE 301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

AE 302. Art Education Materials (Skills). This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 2-2-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

FA 304. Basic Drawing and Painting. Drawing and painting. Representation of still-life objects: the study of composition light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

AE 305. Arts and Crafts in The Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. Consideration will be given to the level of the elementary child's creative development relative to contemporary philosophy and psychology of art education. 2-2-3.

FA 306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

FA 307. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

FA 308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

FA 400. Modern Art History. A survey of the creative activity of Western man beginning with the neo-classic to contemporary art. The arts and movements are studied relative to political, philosophical, economic, and religious conditions of the period under consideration. 3-0-3.

FA 401. Independent Study. A specialized course for elementary teachers who have selected art for their eighteen (18) hours of concentration. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of chairman of art department. 0-6-3.

Department of Music

The aims and objectives of the Department of Music are to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music be maintained at a high standard of quality; and to prepare the student for advanced professional training; or a teaching career; or the ministry of music in churches.

Majors offered by the Department: Applied Music, Church Music, Church Music/Secretarial Science.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

DESCRIPTION OF COURSES
APPLIED MUSIC

Performance groups: (series 1)

111, 112. Bulldog Band. Band try-outs will be held at the beginning of each year. Students who desire to take band should have played in a band for at least one year. The college provides all major instruments and will provide "student" instruments as long as the supply lasts. 0-3-1, 0-3-1.

115, 116. Concert Choir. The College Concert Choir is composed of 40 voices chosen at the beginning of the year by the Director. The works memorized include the compositions of modern and ancient composers. In the second semester the Choir prepares a concert program which is presented at various churches in the vicinity of the College. 0-3-1, 0-3-1.

117, 118. Choral Ensemble. The Choral Ensemble is a mixed chorus of eighteen select voices determined by auditions held at the beginning of the year. Material studied includes secular selections for men's chorus, women's chorus, and mixed chorus. A unique group for those with some vocal ability. 0-3-1, 0-3-1.

Applied Music: (series 2)

021. Preparatory Piano. Emphasis is placed on accurate fingering, correct hand position, rhythm, tone production and accuracy of text. Major and minor scales in comfortable tempo, triads and arpeggios. Michael Aron's "Adult Beginner" is used, supplemented with suitable compositions from the varied schools. For beginning non-majors. No credit. ½-5-0 or 1-10-0.

121. Piano, Lower Division. All major and minor scales, tonic, dominant seventh and diminished seventh arpeggios, chords and octaves at a comfortable tempo. Technique studies, Bach Two-Part and Three-Part Inventions, Sonatas by Hadyn, Beethoven and Mozart, together with varied selections from the romantic, impressionistic and modern composers. For piano majors and those students who the piano instructor feels are capable of doing the work. ½-5-1 or 1-10-2.

321. Piano, Upper Division. Technical material as outlined in lower, but at a more rapid tempo. More difficult compositions from the varied schools. Ensemble work. For piano majors and others qualified to do the work. ½-5-1 or 1-10-2.

120, 220. Class Piano I and II. A course for beginning piano students including correct hand position, fingering, major and minor scales, technical studies and compositions in keeping with the development of the student. Meets twice a week in a class situation. 2-0-2, 2-0-2.

023. Preparatory Organ. Before studying organ the student should show a proficiency in piano playing. Students of varying degree of advancement are admitted to this course. Study materials used in this course are "The Organ" by Stainer, "Organ Study" by Nevins, pedal studies by Dudley Buck, "Eight Little Preludes in Fugue" by Bach, and simple compositions and hymns for service playing. No credit. ½-5-0 or 1-10-0.

123. Organ, Lower Division. Dickinson's "Technique and Art of Organ Playing," Bach's "Ausgewalte Werke fur Klein Orgel," pedal studies by Best, Mansfield, Bach, and Nilson. Chorales: Keller's "Eighty German Masters of the Seventeenth and Eighteenth Centuries," Remenschenider's "Liturgical Book" by Bach. Church compositions of the Romantic Period by composers such as Batiste and Guilmant. ½-5-1 or 1-10-2.

323. Organ, Upper Division. Continuation of pedal, chorale and Bach organ literature, adding "Alte Meisters des Orgel" I and II by Straube, and Bonnet's "Anthology of Organ" I to VI. ½-5-1 or 1-10-2.

025. Preparatory Voice. It is assumed that a student taking this course will either be a high school student, or a college student lacking sufficient piano and theoretical knowledge to enable him to obtain credit. No credit. ½-5-0 or 1-10-0.

125. Voice, Lower Division. Fundamentals of vocal technique, including posture, breathing, tone production and diction, technical exercises with musical figures for the development of vocal freedom. The study of songs from the classical literature stressing English, Italian and French pronunciation. Voice majors should have a practical knowledge of the piano. ½-5-1 or 1-10-2.

325. Voice, Upper Division. Technical work continued on a more advanced level. In addition to English and Italian songs of freshman year, moderately difficult songs by French and German composers of romantic and contemporary literature are added. French and German pronunciation. ½-5-1 or 1-10.2.

427. Ensemble (Piano, Organ or Voice). An investigation and study by advanced students of the material for two pianos, piano and organ, four hand-works, operatic and oratorio duets and quartets. 0-2-1.

Applied Music: (series 3) (not offered in 1969)

031. Brass Instruments. ½-5-1 or 1-10-2.

033. Percussion Instruments. ½-5-1 or 1-10-2.

035. String Instruments. ½-5-1 or 1-10-2.

037. Woodwind Instruments. ½-5-1 or 1-10-2.

THEORETICAL MUSIC

161, 162. Music Theory I and II. Offered to music majors and to those of similar musical comprehension. It includes fundamentals of music, notation, scales, chords, sight-singing, melodic and rhythmic dictation. Less difficult keyboard and written harmony and elementary modulation. 3-2-4, 3-2-4.

261, 262. Harmony I and II. Offered to music majors and to those of similar musical comprehension. It is a continuation of keyboard and written harmony but is a more advanced presentation. 3-0-3, 3-0-3.

362. Counterpoint. A course designed to help the student understand contrapuntal and canonic devises as used in 17th and 18th century music. 2-0-2.

363, 364. Conducting I and II. Fundamentals of basic techniques as related to small and large performing groups. 2-0-3, 2-0-2.

461. Form and Analysis. The study of instrumental and vocal forms as used by composers of 18th, 19th, and 20th centuries. 3-0-3.

462. Composition and Arranging. An opportunity is given the student to write original compositions and to arrange other compositions for vocal and/or instrumental groups usually found in the service of the church. 3-0-3.

LITERATURE AND HISTORY OF MUSIC

150. Music Appreciation. This course is designed for the non-music major who wishes to acquire a keener appreciation of fine music. A study is made of the style and idiom of outstanding composers of the baroque, classic, romantic, impressionistic and modern periods. Their music is related to the historical eras in which they lived. Representative works of these composers are heard on records, with special emphasis being placed on symphonic literature. The aural ability to recognize orchestral instruments and identify themes from various compositions is stressed. Recital and concert attendance is emphasized. 3-0-3.

252. Music Literature. An introductory course leading to the study of the history of music with emphasis on the major areas and changes in music through the centuries. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

351, 352. Music History I and II. A study of the history of music from its known beginnings to the present day with History II starting with 15th century music. Included is the history of church music and its relationship to present day use. 3-0-3, 3-0-3.

451. Piano Literature. An individual investigation of the materials available to pianists with analysis of problems inherent in the individual composition and its relationship to the styles and techniques of the period from which it stems. 3-0-3.

453. Organ Literature. (Same as 451 except with organ material.) 3-0-3, 3-0-3.

455. Voice Literature. (Same as 451 except with vocal material). 3-0-3.

457. Hymnology. A study and investigation of the music used in congregational singing and a comparison of hymn singing in all major denominations. 3-0-3.

MUSIC EDUCATION

ME 204. Music Skills and Appreciation. A course for elementary classroom teachers which include basic music skills, use of simple melodic and rhythmic instruments (chord type) and music materials usually associated with elementary classroom activity. 3-0-3.

ME 340. Music Education Materials (Skills). A course for elementary classroom teachers with emphasis on the use of music materials. The student is expected to have a rudimentary knowledge of the piano keyboard and of basic music theory. Prerequisite: MU. 120 (Class Piano I or permission of instructor). 3-0-3.

ME 441. Church Music Repertoire. An investigation and study of music used in the service of the church by choral groups and the problems associated with performing groups. 3-0-3.

ME 442. Church Music Seminar. An exchange of ideas and discussion of problems encountered in MU. 444-Field Work with the college sponsor. 1-2-2.
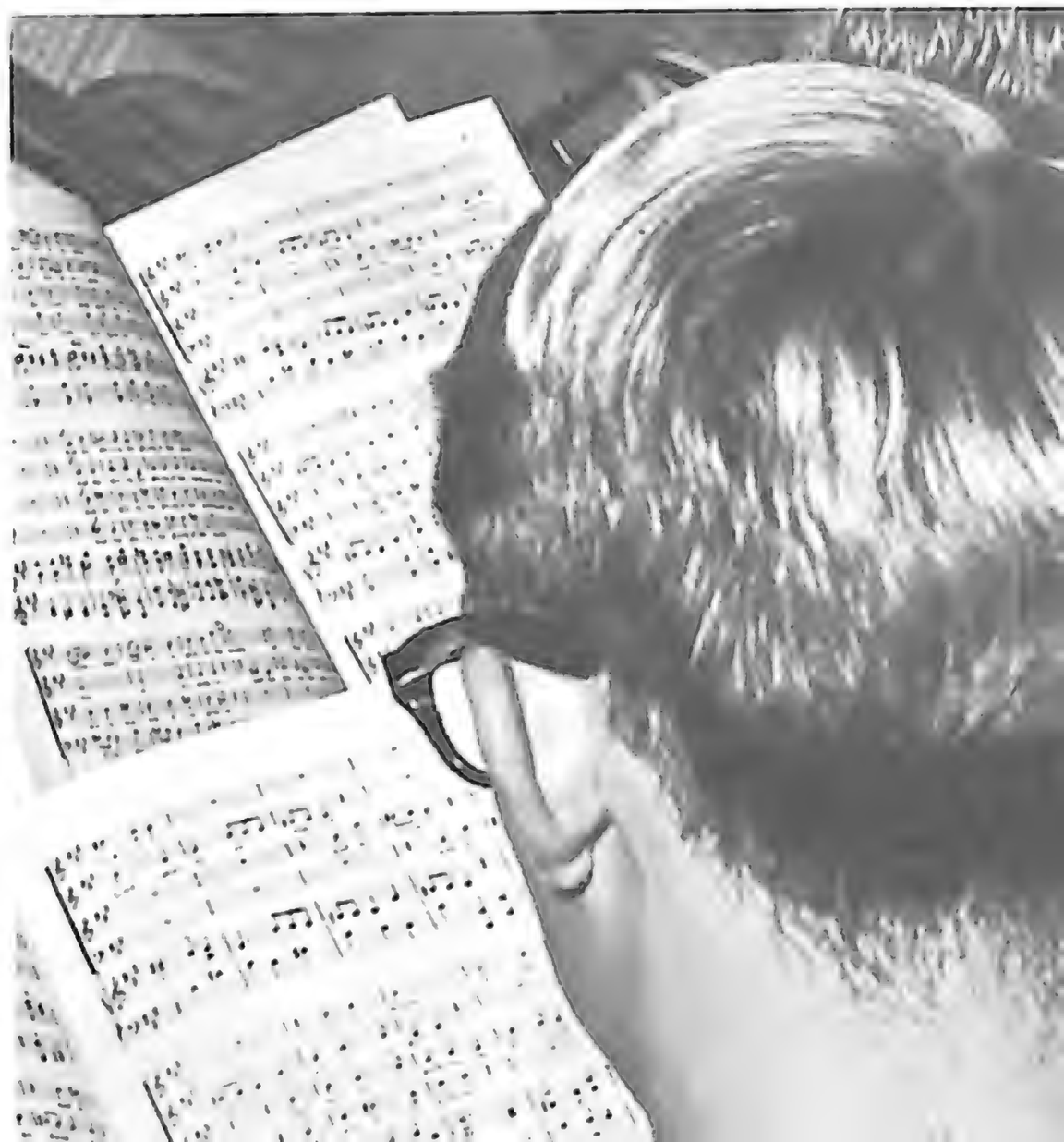
ME 443. Church Music Administration. A course in the development of a full music program with emphasis on system, alternates, calendars, organization of officers, and their practical application. 3-0-3.

ME 444. Field Work. An off-campus 8 week in-service program in which the student is responsible for, and is working with, a church music program under the supervision of the college sponsor. 0-full time-6.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Applied Music

	Semester Hours
Basic Course Requirements (Group A)	40-52
Music History I 351, which must be taken, will satisfy the Fine Arts requirement.	
Major	38
Applied Major—16 hours in the major field of specialization, Music Theory I 161, II 162, Harmony I 261, II 262, Counterpoint 362, Form and Analysis 461, Composition and Arranging 462.	
Supportive Studies	18
Applied Minor—4 hours in the minor field of specialization, Conducting I 363, II 364, Ensemble 427, Music History II 352, Music Literature 252, 3 hours from Music 451, 453, or 455. All Applied Music Majors are required to participate in a performing group each semester (non-credit).	
Complementary Electives	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	13-1
Chapel	4
Total	128



The Bachelor of Arts Degree
With a Major in Church Music

Basic Course Requirements (Group A)	40-52
Music History I 351, which must be taken, will satisfy the Fine Arts requirement.	
Major	36
Music Theory: Music Theory I 161, II 162, Harmony I 261, II 261, Counterpoint 362, Form and Analysis 461, Composition and Arranging 462.	
Applied Major: 14 hours in the major field of specialization.	
Supportive Studies	29
Applied Minor—2 hours in the minor field of specialization, Music Literature 252, Music History II 352, Conducting I 363, II 364, Church Music Administration 443 (or Church Administration), Religious Education 373, Church Music Repertoire 441, Church Music Seminar 442, Field Work 444, Hymnology 457. All Church Music Majors are required to participate in a performing group seven semesters (non-credit).	
Complementary Requirements	
Nine hours are counted in Basic Course Requirements.	
Complementary Electives	6
Six hours must be taken from other area(s) not directly related to the Major (such as English, Social Science, Mathematics, etc.), as approved by the faculty adviser.	
Free Electives	13-1
Chapel	4
Total	128

The Bachelor of Arts Degree
With a Major in Religious Education/Church Music
(See the Division of Religious Studies)

The Bachelor of Arts Degree
With a Major in Church Music/Secretarial Science

	Semester Hours
Basic Course Requirements (Group A)	40-52
Music History 351, which is required, will satisfy the Fine Arts requirement.	

Major (Area of Concentration I)	48
Music Theory I 161, II 162, Applied Music—Major 12 hours, Harmony I 261, II 262, Music History 352, Church Music Administration 443, Hymnology 457, Church Music Repertoire 441, Conducting I 363, Field Work 444, Church Music Seminar. All Church Music/Secretarial Science Majors must participate in a performing group seven semesters (non-credit).	
Supportive Studies (Area of Concentration II)	23
Secretarial Science 305, 306 (Shorthand), 307, 308 (Typing), 405, 406 (Shorthand), 407, 408 (Typing), 404 (Secretarial Practice).	
Complementary Requirements	
Fourteen hours are counted in Basic Course Requirements.	
Complementary Electives	1
Other area not directly related to the Major, as approved by the faculty adviser.	
Free Electives	12-0
Chapel	4
Total	128



Department of Theatre Arts and Speech

The objectives of the Department of Theatre Arts and Speech are twofold:

1. To promote the individual's effective oral communication of his ideas, attitudes and concepts in today's complex social structure.
2. To provide a study of theatre and speech as creative arts.

Major Offered by the Department: Theatre Arts.

DESCRIPTION OF COURSES
THEATRE ARTS

101. The Art of the Drama. The analysis of types of drama as an artistic, literary form. 3-0-3.*

102. Theatrical Backgrounds of the Drama. The interplay between the Drama (literary form) and its production. 3-0-3.

201. Stagecraft I. The construction and painting of scenery and properties. 2-2-3.

202. Stagecraft II. Lighting, costuming, and make-up. 2-2-3.

203. Applied Theatre. Participation in college productions. 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 2-2-3.

212. Advanced Acting. Vocal expression of character and the critical analysis of the playwrights techniques in characterization. 2-2-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. Drama as religious expression. 3-0-3.

305. Children's Theatre. Drama and theatre designed for the pre-teenager. (Alternate with 307). 3-0-3.

307. Playwriting. Sharing of experience and analysis in the writing of stage plays. (Alternate with 309). 3-0-3.

308. Scene Design. Principles of Scene Design. 2-2-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

309. Dramatic Criticism. Analyses of drama approached from the critical concepts of Aristotle, Johnson, Brunetiere, Henry, Arthur, Anderson, and others. 3-0-3.

401, 402. Directing. An analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

411. Pre-Modern Drama. Significant drama to the time of Ibsen. 3-0-3.

412. Modern Drama. Significant drama and movements from Ibsen to the present. 3-0-3.

414. Seminar in Drama. Detailed study of a playwright or a period. 3-0-3.

415. Seminar in Theatre. Detailed study of a technical area of production. On demand. 3-0-3.

416. Independent Study. To be arranged by the chairman of the department. 0-0-1 to 3.

SPEECH

101. Introduction to Speech. The mechanics of speech with special emphasis on defective speech habits and suggestions for their correction. 3-0-3.

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

203. Applied Debate. Participation on the college Debate Team. May be taken for no more than four semesters. 0-Performances-1.

206. Argumentation and Debate. The philosophy and methods of argumentative discourse. 3-0-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. (Alternate with 305). 3-0-3.

302. Advanced Public Speaking. Advanced Public Address. (Alternate with 308). 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience the intended meaning of the printed page. 3-0-3.

308. Fundamentals of Discussion. The principles and processes of group discussion in policy making situations. (Alternate with 302). 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Theatre Arts

	Semester Hours
Basic Course Requirements (Group A)	40-52
The Art of Drama 101 is required and meets the Fine Arts requirement.	
Major	36
Theatre Arts 101 (counted above), 102, 201, 202, 211	12
Theatre Arts 212 or 214	3
Theatre Arts 301, 305, or 307	3
Theatre Arts 308 or 309	3
Theatre Arts 401, 402, 411, 412	12
At least six hours must be in dramatic literature from the aforementioned courses.	
English 402 (Shakespeare)	3
Supportive Studies	16
Applied Theatre	4
The other courses may be chosen from Art, Music, English, and Psychology	12
Complementary Electives	15
These may be chosen from Business Administration, Biology, Foreign Languages or any other field of interest to the student not directly related to the Major, as approved by the faculty adviser.	
Free Electives	17-5
Chapel	4
Total	128



DIVISION OF HEALTH EDUCATION AND PHYSICAL EDUCATION

The objectives of Health Education and Physical Education are:

1. To help to prepare each individual to be physically fit and to live a healthier life in our modern society.
2. To develop neuromuscular skills and abilities.
3. To develop an interest in activities for worthy use of leisure time.
4. To develop an ethical character.
5. To develop and maintain a healthy body.

Each student who expects to earn a bachelor's degree in any field at Gardner-Webb is required to earn a minimum of two semester hours credit in physical education. Physical Education 101 is required of all students with the following exceptions: (1) For students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 212. The other required hour may be chosen from P. E. courses 102 through 206. All physical education students are expected to wear regulation uniforms which may be purchased from the college bookstore. A gym fee of $7.50 is required for each activity course.

Major offered by the Department: Health Education and Physical Education



DESCRIPTION OF COURSES

Physical Education Activity Courses

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer or Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics and Trampoline. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

106. Rhythm and Movement. 0-2-1.

108. Adaptive Activities. 0-2-1.

109. Adaptive Activities. 0-2-1.

201. Tennis and Badminton. 0-2-1.

202. Team Sports. 0-2-1.

203. Advanced Swimming. 0-2-1.

204. Archery and Bait Casting. 0-2-1.

205. Track and Field and Weight-Training. 0-2-1.

206. Golf and Bowling. 0-2-1.

PHYSICAL EDUCATION

210. Introduction to Physical Education. A course designed to orient the student to the profession of Physical Education. 2-0-2.

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

212. Individual and Dual Activities. A course in individual and dual activities for Physical Education major. 2-1-2.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

304. Techniques in Team Sports. Techniques and skills: coaching and officiating in basketball, soccer, speedball. 2-1-2.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

305. Techniques in Team Sports. Techniques and skills: coaching and officiating in volleyball, softball, track and field. 2-1-2.

306. Baseball and Track Coaching Methods. A course presented by means of classroom instruction and field demonstration, the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presented by means of classroom instruction and gym demonstrations of the various systems used in basketball coaching. 2-1-2.

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

401. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-0-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. An instructor's uniform is required for each person taking this course. Open only to Physical Education majors and minors. Prerequisite: 332. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Anatomy and Physiology. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring or minoring in physical education. Emphasis placed on the physiology of muscles and nerves. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-0-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

430. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice and program building in physical education covering secondary school activities. 3-0-3.

HEALTH EDUCATION

121. Safety and First Aid. A course designed to train and qualify students as instructors in general safety and first aid. 2-0-2.

221. Personal and Community Health. A thorough study of the health problems of the individual, school, and community. 2-0-2.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. Prerequisite: Health 221. 2-0-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. Prerequisite: Health 221. 2-0-2.

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy and treatment of various injuries. Fee $3. 2-0-2.

411. Principles of Public Health. A study of the basic principles of public health, organization and administration of school-community health. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and administration of driver education and safety problems. Fee $15. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Health Education and Physical Education
With Preparation for Secondary (9-12) Teacher Certification
in North Carolina



	Semester Hours
Basic Course Requirements (Group A, B, or C)	48
Biology 101, 102; 203, 204 and Kinesiology 405 (or Physiology of Exercise 406) will satisfy the Science requirement. History 201 and 202 will count as the additional 6 hours of Social Science. Physical Education 212 will be substituted for Physical Education 101 and 102.	
Major	33
General Theory	11
Physical Education 210, 211, 408, 409	
Theory	12
Twelve hours from Physical Education 301, 303, 304, 305, 309, 401, 402, 403, 404, 407, 410.	
Health Education	10
Health Education 221, 321, 421, and 3 hours from 121, 411, 431.	
Supportive Studies	24
Education 410, 420, 450, 430	15
Psychology 201, 302, 303	6
Complementary Electives (Second Teaching Field)	18
Every Health Education and Physical Education Major is expected to have a second teaching field. This area of study is to be approved by the faculty adviser.	
Free Elective	1
Chapel	4
Total	128

DIVISION OF LANGUAGES AND LITERATURE

Language not only conveys thought but helps shape it. The Division of Languages and Literature seeks to develop a better understanding of one's national and international environment through language learning experiences, giving students an understanding and tolerance of other peoples and their cultures. It seeks to discover new avenues of thinking and to develop an insight into the thoughts and feelings of others. It strives to give an appreciation of life's aesthetic values, to develop talents for practical use in the many fields of endeavor, to provide a knowledge and appreciation of the ideas expressed in the literary classics, and to develop the ability to use one or more languages correctly and effectively in writing and speaking. Language is the medium of exchange in all fields of endeavor.

The Division includes the Department of Ancient Languages and Literature, the Department of English Language and Literature, and the Department of Modern Foreign Languages and Literature.

Department of Ancient Languages and Literature

The study of Ancient Languages and cultures has exerted powerful forces that have generally shaped and given distinction to the Humanities. They have helped and continue to succor us in keeping alive and fostering a cultural heritage that is still at the core of human values in Western Civilization.

In their great literature the Hebrews, Greeks, and Romans saw and clearly mirrored so much of the human situation and the human conditions. In the expression of inmost thoughts, they presented their visions in such marvelous language that we borrow many of their methods for our most modern literature.

In the classroom at Gardner-Webb College our philosophy in teaching Ancient Language and Literature is to help the student acquire a mastery of syntax and grammar that will enable him to explore on his own the vast treasures to be found in the writings of Hebrew, Greek, Latin, and other authors.

Majors offered by the Department: Biblical Languages and Classical Languages

DESCRIPTION OF COURSES

ARAMAIC

101. Elementary Biblical Aramaic. A study of the fundamentals of grammar and syntax with some emphasis on vocabulary. Prerequisite: Hebrew 101, 102. 3-0-3.*

102. Elementary Biblical Aramaic. A continuation of the study of grammar and syntax with special emphasis on vocabulary and the reading of the Aramaic portions of the Old Testament. Prerequisites: Hebrew 101, 102, Aramaic 101. 3-0-3.

GREEK

101, 102. Elementary New Testament Greek. A study of the grammar, structure, syntax, and vocabulary of Koine Greek as reflected in the New Testament. 3-0-3, 3-0-3.

200. New Testament Textual Studies. A study of the manuscripts (as to their age, value, types, families, etc.) texts, composition, textual variations (including the reasons, types, significance, etc.), textual notes, textual apparatus and the outer and inner marginal notes of the Greek New Testament. Prerequisite: Greek 101, 102. 3-0-3.

201, 202. Intermediate New Testament Greek. A comprehensive and detailed review of grammar with the reading and exegesis of selected portions of the Greek New Testament. Prerequisite: Greek 101, 102 or its equivalent. 3-0-3, 3-0-3.

300. Greek Civilization. A survey of Greek civilization as reflected in the outstanding historical and literary works of the Classical and related periods. 3-0-3.

301, 302. Advanced New Testament Greek. The principles of textual criticism and exegesis applied to the study and translation of Paul's Letters. Offered in alternate years. Prerequisite: Greek 201, 202. 3-0-3, 3-0-3.

303, 304. Advanced Classical Greek. Selected reading from Classical Greek writers. Offered as a substitute for 301, 302, or 401, 402 when demand warrants. Prerequisite: Greek 201, 202. 3-0-3, 3-0-3.

401, 402. New Testament Greek Exegesis. An intensive study of the Greek text of the Synoptic Gospels and Acts, using the principles of exegesis and textual criticism. Prerequisite: Greek 201, 202. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

HEBREW

201-202. Elementary Biblical Hebrew. The history and growth of the Hebrew Language from its earliest stages to its rebirth as a modern spoken language are briefly surveyed. The more obvious differences between Classical and Modern Hebrew are given some attention. However, the primary emphases of the course are the elementary aspects of Biblical Hebrew grammar and syntax. During the second semester selected portions of the Hebrew Bible are studied from an inductive viewpoint. Throughout the course, special attention is given to vocabulary, using *Lists of Words Occurring Frequently in the Hebrew Bible* by John D. W. Watts. Open to all students. 3-0-3, 3-0-3.

300. Biblical Hebrew Textual Studies. A study of the manuscripts (as to their age, value, types, families, etc.) texts, composition, textual variations (including the reasons, types, significance, etc.), textual notes, textual apparatus and the outer and inner marginal notes of the Hebrew Old Testament. Prerequisite: Hebrew 201-202. 3-0-3.

301-302. Intermediate Biblical Hebrew. In this phase a more detailed study of the Phonology, Morphology, and Syntax of Biblical Hebrew is undertaken. More attention is given to word formation and the historical development of the language. Ruth, Jonah, and other specially selected portions of the Hebrew Bible are read. Reading the Hebrew Bible, as a means of reinforcing grammar and syntax and building an extensive vocabulary, is a major emphasis of this course. Prerequisite: Hebrew 201-202. 3-0-3, 3-0-3.

LATIN

101, 102. Elementary Latin. A study of the declensions, conjugations, syntax, English derivatives, and Roman background. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. A continuation of the study of grammar and syntax with more advanced translations. Prerequisite: Latin 101, 102 or its equivalent. 3-0-3, 3-0-3.

300. Roman Civilization. A survey of Roman civilization. 3-0-3.

301, 302. Roman Literature. A survey of Latin literature with special consideration being given to outstanding representative writers. Translation of the prose of Livy, Pliny, and the poetry of Horace. Prerequisite: Latin 201, 202. 3-0-3, 3-0-3.

HIS 310. Ancient World. (see History) 3-0-3.



DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Biblical Languages

	Semester Hours
Basic Course Requirements (Group A)	52
The first two years of Greek will fulfill the Foreign Language requirement.	
Major	30
Greek 101, 102, 201, 202 (counted in the Basic Course Requirements); Greek 200, 301, 302; Hebrew 101, 102, 200, 201, 202; Aramaic 101, 102.	
Supportive Studies	15
Another Foreign Language, Ancient History, Classical Civilization, English Linguistics, Religion, Religious Education.	
Complementary Electives	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	12
Chapel	4
Total	128

The Bachelor of Arts Degree
With a Major in Classical Languages

Basic Course Requirements (Group A)	40-52
The first two levels of either Greek or Latin will satisfy the Foreign Language Requirement.	
Major	36
Greek 101, 102, 201, 202 (counted in the Basic Course Requirements); Greek 200, 301, 302; Greek Civilization 300, Roman Civilization 300; Ancient World 310; Latin 101, 102, 201, 202, 301, 302 (or Greek 303, 304 for 301, 302).	
Supportive Studies	15
Ancient History, English Linguistics and Literature, French, German, Spanish, Religion.	
Complementary Electives	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	18-6
Chapel	4
Total	128

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write with maturity and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of the great writers in the language.
3. To develop a keen, critical appreciation of that literature.
4. To enjoy life culturally and aesthetically as a result of his literary experience.
5. To integrate his studies with world thought in order to comprehend and shape the contemporary scene.

Major offered by the Department: English

DESCRIPTION OF COURSES

91. Writing Laboratory. Designed to aid any student in correcting deficiencies. The student may be a member through assignment by the Depart-

ment, through referral by other Departments, or through his own desire to increase his competence. Attention personal. May be taken concurrently with 101. 0-as needed-0.

101, 102. Composition. Writing in response to ideas expressed in great literature. First semester, great American works. Second semester, great world works; research paper. 3-0-3, 3-0-3.

231. English Masters. Representative writers from major literary periods to the present. 3-0-3.

232. American Masters. Representative writers from the beginning to the present. 3-0-3.

311. Medieval Literature. The beginnings to 1500. 3-0-3.

315. Non-Dramatic Literature of the Renaissance. Poetry and selected prose, with emphasis on new literary forms. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

321. Romantic Literature. Major poetry, selected criticism. 3-0-3.

322. Victorian Literature. Poetry; selected prose showing critical and intellectual trends. 3-0-3.

331. Twentieth-Century Literature. Representative fiction and poetry of England and America. 3-0-3.

341. The American Novel. Representative authors and types from the beginning to the present. 3-0-3.

342. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

352. Literary Criticism. Major critical approaches from Aristotle to the present applied to several English and American works. 3-0-3.

353. Development of the English Language. Origin, structure, development, showing changes in vocabulary, meaning, pronunciation, grammar; study of dialectal differences. 3-0-3.

354. The Structure of English. Recent descriptive and analytical methods of linguistics applied to English, stressing structural and generative grammar. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

362. Writing Seminar. Guidance in writing of poetry, fiction, or essays, as elected. Prerequisite: permission of instructor. (Or Theatre Arts 307.) Both may not be taken for credit. 3-0-3.

402. Shakespeare. Representative plays. 3-0-3.

403. Seminar in American Literature. Subjects of the seminar will change as needed and desired. For 1969: Southern Writers (Wolfe, Faulkner, Caldwell, McCullers, Dixon). 3-0-3.

430. Methods of Teaching English. Principles, methods, and materials for the teaching of English in the secondary schools, with stress on the teaching of composition. (Does not count toward the major but counts toward State requirement.) 3-0-3.

Theatre Arts 411 (Pre-Modern Drama), 412 (Modern Drama), and 414 (Seminar in Drama) count fully toward the English Major (see Theatre Arts.)

Note on Numbering of Courses: For all courses above 300, odd-numbered courses occur in the fall semester and even-numbered courses in the spring semester.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in English

	Semester Hours
Basic Course Requirements (Group A)	40-52
Major	30
After English 101, 102, any ten courses, but must include English 402 and one course in American Literature.	
Supportive Studies	15
Selected from Speech courses: History 301, 310, 311, 312, 317, 322, 323, 337, 338; Latin 301, 302; French 205, 206, 303, 304; Spanish 205, 206, 303, 304; Theatre Arts 201, 202, 309.	
Complementary Studies	15
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	24-12
Chapel	4
Total	128

The Bachelor of Arts Degree
With a Major in English
With Preparation for Secondary (9-12) Teacher Certification

Basic Course Requirements (Group A)	40-52
Psychology 201 and 302 must be taken and will satisfy the additional Social Science requirement.	
Major	30
After English 101, 102 (counted in the Basic Course Requirements), any ten courses, but must include English 353, 354, 402, and one course in American Literature.	
Supportive Studies (Professional Education)	18
Educational Psychology 303, Social and Philosophical Foundations of Education ED 410, History of American Education ED 420, Methods of Teaching (English) EE 430, Student Teaching ED 450. General Psychology 201 and Adolescent Psychology 302 are counted in the Basic Course Requirements.	
Complementary Studies	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	18-6
Chapel	4
Total	128



Department of Modern Foreign Languages and Literature

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

All students who have had two years of a foreign language in high school and either did not pass or did not take the placement examination in that language are expected to begin with course 102 if they continue in that language. They will receive no credit for 101.

Majors offered by the Department: French and Spanish

DESCRIPTION OF COURSES
FRENCH

101, 102 Elementary French. Fundamentals of French grammar, with special emphasis on pronunciation, assimilation of the usual vocabulary and essential structures of the language. 3-2-3, 3-2-3.

201, 202. Intermediate French. A review of grammar and composition, a study of selected works from outstanding French writers, and intensive oral practice. Prerequisite: French 102 or two units of high school French or its equivalent. 3-2-3, 3-2-3.

301, 302. Advanced French Grammar. Composition, and Conversation. Intensive oral and written work in the language, book reports on collateral reading, and training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. A survey of the literature of France from the Old French period to the present. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

305. French Civilization. A survey of French history and civilization from early times to the present day. Prerequisite: French 201, 202 or its equivalent. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201, 202 or its equivalent. 3-0-3.

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected novels, plays, and short stories. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading in the field of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

430. Methods of Teaching French. Special consideration is given to the methods, materials, and techniques of teaching French as a Foreign Language. The course is required of all students planning to teach French in grades 10 - 12. 3-0-3.

GERMAN

101, 102. Elementary German. Simple grammatical constructions, introduction of a practical vocabulary, and a presentation of the life, customs, and manners in German speaking countries. 3-2-3, 3-2-3.

201, 202. Intermediate German. A review of grammar and composition, a study of selected works from outstanding writers of Germany, and intensive oral practice. Prerequisite: German 102 or its equivalent. 3-2-3, 3-2-3.

SPANISH

101, 102. Elementary Spanish. Fundamentals of Spanish grammar, pronunciation, conversation and reading of easy stories. 3-2-3, 3-2-3.

201, 202. Intermediate Spanish. A review of grammar and composition, a study of selected works from outstanding writers of Spain and Spanish America, and intensive oral practice. Prerequisite: Spanish 102 or its equivalent. 3-2-3, 3-2-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Intensive oral and written work in the language, book reports on collateral reading, and training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. A survey of the literature of Spain from the earliest periods to the present day. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. A survey of Spanish history and civilization from early times to the present day. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature. Reading and discussion of selected novels, plays, and short stories. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading in the field of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

430. Methods of Teaching Spanish. Special consideration is given to the methods, materials, and techniques of teaching Spanish as a Foreign Language. The course is required of all students planning to teach Spanish in grades 10-12. 3-0-3.





DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in French

Basic Course Requirements (Group A)	40-52
Major	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
Supportive Studies	18
English Literature, another Foreign Language, History, Linguistics, Advanced English Grammar and Composition.	
Complementary Studies	18
Mathematics, Theatre Arts, Speech, Psychology, Sociology, Music Appreciation, Art Appreciation, Science.	
Free Electives	12-6
Chapel	4
Total	128

The Bachelor of Arts Degree With a Major in French With Preparation for Secondary (9-12) Teacher Certification (see Departmental Chairman)

The Bachelor of Arts Degree
With a Major in Spanish

Basic Course Requirements (Group A)	40-52
Major	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
Supportive Studies	18
English Literature, another Foreign Language, History, Linguistics and Advanced English Grammar and Composition.	
Complementary Studies	18
Mathematics, Theatre Arts, Speech, Psychology, Sociology, Music Appreciation, Art Appreciation, Science.	
Free Electives	12-6
Chapel	4
Total	128

The Bachelor of Arts Degree With a Major in Spanish
With Preparation for Secondary (9-12) Teacher Certification
(see Departmental Chairman)



DIVISION OF MATHEMATICS AND NATURAL SCIENCE

This division is divided into two departments: (1) the Department of Biology, Chemistry, and Geology, and (2) the Department of Mathematics and Physics.

The courses are planned and presented in such a way as to give the student a strong undergraduate major in Biology, General Science, Mathematics, and some work in Physics and Geology. Certification requirements for secondary teachers will be offered. Also the science required for grades K-3 and 4-9 certification is offered. Students planning to enter Engineering, Medicine, Dentistry or other scientific fields will find that the courses in this division proved adequate foundaton for further study in higher institutions and are suitable for transfer.

Department of Biology, Chemistry, and Geology

Courses in Biology and Chemistry help to develop a better understanding of living things and the properties and chemical composition of the material world. Students majoring in this department may prepared for graduate study, for teaching, and for professional study in medicine, dentistry, pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

Majors offered by the Department: Biology, General Science (Biology Concentration), and General Science (Chemistry Concentration).

DESCRIPTION OF COURSES
BIOLOGY

101, 102. General Biology. An introductory survey of the plant and animal kingdoms. Attention is given to principles, processes, morphology, physiology, ecology, heredity, evolution, cellular, and molecular biology. 3-3-4, 3-3-4.

201. Invertebrate Zoology. A study of the structure, physiology, and taxonomy of the invertebrates. Prerequisite: Biology 101-102. 2-4-4.

202. Vertebrate Zoology. A systematic survey of the major groups of vertebrate animals. Prerequisite: Biology 101-102. 2-4-4.

203, 204. Human Anatomy and Physiology. A Study of the structure and functions of the human body including the skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive systems. 2-3-3, 2-3-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4.

207, 208. Botany. The morphology, physiology, reproduction and ecological relationships of plants. Special emphasis is placed on recent research related to this field. 2-3-3, 2-3-3.

210. Botany (Identification of Trees and Shrubs). 1-4-3.

301, 302. Genetics. A study of the principles of heredity, their applications to plant and animal breeding, and their significance in human inheritances.* 3-0-3, 3-0-3.

305, 306. Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 305, 306, and Seniors in 405, 406. Required for all majors. 1-0-1, 1-0-1.

401. Histology. The microscopic anatomy of cells, intercellular substances, tissues, organs, and physiological manifestations of each. 2-4-4.

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Man's self inflected problems, such as pollution are investigated. Much field work is done. 2-3-3.

403. Nature Study. Planned for teachers who wish to use the nature materials provided by their environment. (Summer only for non-majors). 0-6-3.

405, 406. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-3-1, 0-3-1.

**Special emphasis is placed on recent research related to this field.*

CHEMISTRY

101, 102. General Chemistry. Introduction to chemistry emphasizing fundamental laws and theories of chemical principles and their application. Subject matter covered includes atomic equilibria, introduction to nuclear and organic chemistry, in addition to the study and preparation of the more common elements and compounds with the periodic chart as the background of theory. Problem working is stressed. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. The recitation lecture is the same as Chemistry 102. The laboratory differs from Chemistry 102 in that approximately three-fourths of Chemistry 104 laboratory work will be devoted to qualitative analysis for cations and anions by means of semi-micro procedure. 3-3-4.



201, 202. Organic Chemistry. A study of the fundamental chemistry and structure of aliphatic and aromatic series, some of their derivatives such as alcohols, fats, protein, etc. The laboratory work will involve the preparation, purification and properties of some typical organic compounds. Prerequisite: Chemistry 101, 102 or 104. 3-3-4, 3-3-4.

301. Analytical Chemistry. This involves volumetric analysis stressing acid-base and redox titrations with principles and the solving of related problems; also gravimetric analysis with its principles and the solving of related problems. Prerequisite: Chemistry 101, 104. 2-4-4.

302. Analytical Chemistry. A continuation of Chemistry 301, but stressing analysis, principles, and problems as applied to industry, biochemistry, water-waste, etc. and with the application of such instrumentation as spectrometry, colorimetry, and chromatography. 2-4-4.

401. Physical Chemistry. The application of the laws of physics and mathematics to the study of chemistry, kinetics and thermodynamics. Prerequisite: Chemistry 301, 302, and mathematics through differential and integral calculus. 3-3-4.

402. Physical Chemistry. A continuation of Chemistry 401. 3-3-4.

GEOLOGY

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic time. Prerequisite: Geology 101. 3-2-4.

SCIENCE EDUCATION

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on earth sciences, Physics and Geology. Only those students majoring in Elementary Education are to take this course. 3-3-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is a continuation of the introduction to the Physical Sciences with emphasis on the life sciences, Chemistry and Biology. Only those students majoring in Elementary Education are to take this course. 3-3-4.

430. Methods of Teaching Science. The content of the course deals with methods, materials, and techniques; see Education 430. Required of all students seeking Secondary Teacher Certification in General Science in North Carolina. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Biology

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Biology 101 and 102 must be taken and will fulfill the Science requirement in Groups A and C. German is the recommended Foreign Language.	
Major	30
The major requires 30 hours above Biology 101 and 102, which are prerequisites to all other Biology courses.	
Supportive Studies	18
Chemistry 101 and 102 are required. The remaining hours may be taken in the natural sciences and mathematics as approved by the faculty advisers.	
Complementary Electives	18
These courses must be selected from area(s) not directly related to the major, as approved by the faculty advisers.	
Free Electives	22-10
Chapel	4
Total	128

The Bachelor of Science Degree With a Major in General Science With Preparation for Secondary (9-12) Teacher Certification*

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Biology 101 and 102 may fulfill the Science requirement in Group A. Mathematics 101, Psychology 201, and Psychology 302 will count as Mathematics and Social Science requirements in their respective areas.	
Major	24-26
Either Biology or Chemistry may be chosen as an area of concentration. 2a. Biology Concentration: Biology 201, 202, 203, 204, 207, 208, 301, 302. 2b. Chemistry Concentration: Chemistry 101, 104, 201, 202, 301, 302.	
Supportive Studies (Common Foundation Subjects)	19
Mathematics 101 (counted in Basic Course Requirements), Mathematics 102, Biology 101 and 102 (counted in Basic Course Requirements); 8 hours each from two of the following: Chemistry, Geology and/or Physics.	
Complementary Requirements (Professional Education)	18
Educational Psychology 303, Education 410, 420, 430, 450, with General Psychology 201 and Adolescent Psychology 302 being counted in the Basic Course Requirements.	
Free Electives	23-9
Chapel	4
Total	128

**A General Science Major without Teacher Certification Preparation requires the substitution of the desired additional Science courses for the General and Professional Education courses.*

Department of Mathematics and Physics

The objectives of the courses in this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To lead the student to recognize mathematics as the powerful tool for calculation of quantities.
4. To acquaint the student with the basic laws of the physical universe.

5. To prepare some for teaching mathematics or science in either the elementary or secondary schools, and others for further study in mathematical or technical fields.

6. To offer sufficient courses for a major in mathematics.

Major offered by the Department: Mathematics

DESCRIPTION OF COURSES
MATHEMATICS

27. Geometry. (Offered for those who have less than one unit in high school geometry). 3-0-0.

91. Basic Mathematics. A study of traditional algebraic topics such as factoring, fractions, exponents, radicals, and linear and quadratic equations. Open to those students who need to increase their mathematical understanding and skill before attempting college mathematics. 3-0-0.

100. Principles of Mathematics. A study designed for the student who plans to take only three hours in mathematics. Topics include sets, various systems of numbers, systems of equations, variation, polynomials, graphs, trigonometry, interest and annuities. 3-0-3.

101, 102. Fundamentals of Mathematics. The postulational approach to mathematics with applications in algebra and trigonometry. Algebra of sets and logic. Introductory chapters in analytic geometry and calculus. 3-0-3, 3-0-3.

107. Modern Algebra and Trigonometry. A unified course in algebra and trigonometry beginning with an axiomatic approach to real numbers. Algebraic and trigonometric functions. 6-0-6.

108. Analytic Geometry and Calculus. A unified course in Analytic Geometry and Calculus. Topics included are: rectangular coordinates in the plane, equations of the straight line, slope, limits, continuity, derivatives of algebraic and trigonometric functions with applications, maximum and minimum values, related rates. Conic sections. Introduction to integration. Prerequisite: Mathematics 107 or Mathematics 101 and 102. 5-0-5.

201, 202. Calculus and Analytic Geometry. A continuation of the study begun in Mathematics 108 including applications of the deginite integral. Transcendental functions, determinants, hyperbolic functions, vectors, partial differentiation, multiple integrals, series. 5-0-5, 5-0-5.

203. Arithmetic and Algebra (for Elementary Teachers). This course is designed for the student who plans to major in Elementary Education. It consists of a study of the properties of counting numbers, integers, and rational numbers; number systems of different bases; topics in number theory; groups; fields; and topics in algebra. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

204. Basic Concepts of Geometry (for Elementary Teachers). This course is designed for the student who plans to major in Elementary Education. It consists of a brief study of set theory followed by a study of logic, congruence, linear and angular measure, area and volume, similarity, and graphs. A major emphasis is placed on the fundamental concepts which underlie the mathematics of the elementary school. 3-0-3.

205. Mathematics of Finance. Basic formulas in simple and compound interest, derivation and application of annuity formulas, depreciation, sinking funds, bonds. Prerequisite: Mathematics 101 and 102 or 107. 3-0-3.

301. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 202. 3-0-3.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 202. 3-0-3.

303. Modern College Geometry. A study of recent geometry of the triangle and circle with emphasis on modern Euclidean geometry. The point set approach in the geometry of Euclid, Gauss. Hilbert, Birkoff, and others. Recommended for teachers of mathematics. Prerequisite: Mathematics 108. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, dealing with the evolution of the number system, arithmetic, geometry, algebra, trigonometry, together with a study of the lives of the leading mathematicians. Recommended for those who expect to teach mathematics. Prerequisite: Mathematics 108. 3-0-3.



306. Probability and Statistics. Introductory principles of probability with emphasis on the study of mathematical models of random phenomena, mean and variance probability law, frequence distribution, permutations and combinations, and statistical applications of probability. Prerequisite: Mathematics 108. 3-0-3.

401. Computer Programming. Basic fortran programming followed by applications using the IBM Model 75 to compute integrals, to solve equations, systems of equations, and to solve differential equations. Prerequisite: Mathematics 301 and 302. 3-0-3.

402. Advanced Calculus. The real number system, Cauchy sequences, series, continuity, and existence proof for integrals. Prerequisite: Mathematics 202. 3-0-3.

430. Methods of Teaching (Mathematics). This course is a study of the principles and objectives of secondary mathematics, general and specific techniques, organization of content material, and enrichment materials. Prerequisite: Mathematics 201. 3-0-3.

PHYSICS

201, 202. General Physics. A study of basic college physics. Mechanics and properties of matter, heat, wave motion, sound, light, electricity and magnetism, and atomic physics. Any student receiving credit for this course will not receive credit for Physics 203-204. Prerequisite: Mathematics 101-102 or 107. 3-3-4, 3-3-4.

203, 204. Physics for Engineers. A study of mechanics, heat and molecular physics, wave motion and sound, light, electricity and magnetism, with the fundamentals of particle physics and the revolutionary conceptual developments of the twentieth century properly fitted into the classical topics. Special emphasis is given to principles and concepts which are useful in engineering. Any student receiving credit for this course will not receive credit for Physics 201-202. Corequisite: Mathematics 201. 3-5-5, 3-5-5.

ENGINEERING DRAWING

101, 102. Engineering Drawing. Drawing-board on lettering, instrument practice, free-hand sketching, sections, projections, auxiliary views, revolutions, fasteners, intersections, diagrammatic sketches and drawing using standard symbols, working drawing, tracing, and blueprinting. The latter part of the course will include the study of representations of geometrical magnitudes with points, lines, planes and solids. Prerequisite: Geometry, one high school unit. 0-4-2, 0-4-2.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Mathematics

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Mathematics 100 will not be counted in the Major.	
Major	33
Mathematics 107, 108, 201, 202, 301, 302; 9 additional hours from Mathematics 205, 303, 306, 401, 402. Three of these hours are counted in the Basic Course Requirements.	
Supportive Studies	8
Eight hours should be taken in each of two of the following areas: Biology, Chemistry, and Physics. Eight of these hours are counted in the Basic Course Requirements.	
Complementary Electives	18
These hours may be taken in Business, Data Processing, Foreign Language, English, Political Science, Sociology, etc., as approved by the faculty adviser.	
Free Electives	25-13
Chapel	4
Total	128



The Bachelor of Science Degree With a Major in Mathematics With Preparation for Secondary (9-12) Teacher Certification*

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Mathematics 100 will not be counted in the Major. General Psychology 201 and Adolescent Psychology 302, which must be taken, will satisfy the additional Social Science requirement.	
Major (First Teaching Field)	33
Mathematics 107, 108, 201, 202, 301, 302; 9 additional hours from Mathematics 205, 303, 306, 401, 402. Three of these hours are counted in the Basic Course Requirements.	
Supportive Studies (Professional and General Education)	18
General Psychology 201 and Adolescent Psychology 302 are counted in the Basic Course Requirements. Educational Psychology 303, Education ED 430, ED 420, ED 410, ED 450.	
Complementary Electives (or Second Teaching Field)	15
Some Second Teaching Fields are Bible, Business, English, French, Health Education and Physical Education, Natural Science, Social Science, and Spanish.	
Free Electives	18-6
Chapel	4
Total	128

DIVISION OF RELIGIOUS STUDIES

The Division of Religious Studies is designed to include those departments that deal primarily with man's religious interests. Of primary concern is the Christian religion, and the Judaeo-Christian tradition is given major emphasis.

Department of Religion

The Department of Religion offers courses which are designed to give every student entering Gardner-Webb College an introduction to the Christian tradition and its background in the ancient world. It also seeks to provide a basic preparation for those who plan to do further study in seminaries and graduate schools. In addition, this department undertakes to provide preparation for some students who will go into church-related vocations immediately after completing their college work. Moreover, the Religion Department endeavors to further the general Christian purpose of the college. Each student who is working for an A.A., a B.A., or a B.S. degree must take Religion 101 and 102, preferably before the end of the sophomore year.

Major offered by the Department: Religion

DESCRIPTION OF COURSES

101. Introduction to the Old Testament. A survey of the Old Testament designed to introduce the student to the life, literature and religion of the ancient Israelites. 3-0-3.

102. Introduction to the New Testament. A course designed to acquaint the student with the literature of the New Testament with special emphasis on the life and message of Jesus and the emergence of the Early Church. Religion 101 and 102, or their equivalents, are prerequisites to all other religion courses. 3-0-3.

201. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

203. Old Testament Prophets. A survey of the nature and development of prophecy in Israel. Attention is given to the historical settings of the individual prophets and to the relevance of their message for our day. One of the prophetic books is studied more thoroughly. 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its signifance in the faith of ancient Israel. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

303. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

321. Basic Christian Beliefs. An introduction to the history, methods and issues of Christian theology with special attention to the questions of revelation, man, God, the work of Christ, prayer, and eschatology. 3-0-3.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Emphases include the following: the Jewish background, the beginnings of Christianity, the Christological controveries, the tension between Church and State, the importance of the monastic movement, scholasticism and medieval education, the Crusades and the Renaissance. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of Christianity into all the world and the problems it has faced in an increasingly secular society. Prerequisite: History 101. 3-0-3.

325. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy, with special reference to such issues as the existence of God, religious knowledge, and the problem of evil. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

331. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

332. Christianity and Modern Literature. The interpretation of novels, poems, plays and their significance for the Christian faith. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social psychology of religious behavior. 3-0-3.

401, 402. Senior Religion Seminar. A seminar which endeavors through guided reading, independent research, and lecture to bring the student to a higher level of understanding concerning the major Christian traditions, theological problems, and Biblical interpretation. Two semesters required. 3-0-3, 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in Religion

	Semester Hours
Basic Course Requirements (Group A)	40-52
Psychology 201 and Sociology 201 are required and will count as the additional Social Science requirement. Either French, German, Greek or Hebrew may be taken to fulfill the Foreign Language requirement.	
Major	36
Area I—Biblical Studies: Religion 101, 102, 201, 203, 302, 303, 312 or 314	12
Area II—Christian History and Thought: Religion 321, 322, 323, 325 or 326	3
Area III—Christianity and the World: Religion 331, 332 or 356	3
Area IV—Related Disciplines: Religious Education 270, 371, 372, 373, 374 or 475	3
Area V—Senior Religion Seminar: Religion 401, 402	6
Area VI—From Areas I, II, III, IV or Koine Greek, as approved by the Department Chairman	9
Supportive Studies	15
English 231 and 232; Secretarial Science 307 (Typing), unless one has already developed the skill; Psychology 201; Sociology 201; Speech 101 and one of the following courses: Speech 102, 206, 305 or 308. This amounts to 21 hours, but since Psychology 201 and Sociology 201 overlap with the Basic Course Requirements, it is 15 hours above the Basic Courses.	

Complementary Electives	15-21
(a) Select 15 hours from a list of courses prepared by the Religion Department or	
(b) Take the 21 hours in the Education courses required of secondary teachers to earn a teacher's certificate.	
Free Electives	19-1
Chapel	4
Total	124
Chapel	4
Grand Total	128



Department of Religious Education

The purposes of the Religious Education Department are to help prepare any student to attain a place of leadership in the life of his church; to provide courses compatible with the church secretarial or church music curricula; to give a broad liberal arts base for vocational church workers who plan to do specialized work on the seminary or graduate school level in religious education, church music, or theology; and to give well-rounded training on the B.A. level to vocational church workers who will receive no other formal training.

Majors offered by the department: Religious Education, Religious Education/Church Music

DESCRIPTION OF COURSES

270. Introduction to Religious Education. An inquiry into the objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions; also a brief survey of vocational opportunities in the field. 3-0-3.

310. Materials and Media. See Education 310 for course description. Procedures for the procurement and utilization of materials for religious education will also be suggested. 3-0-3.

371. Religious Education Organizations. A study of the development, objectives, and functions of the major program organizations found in the local church. Emphasis will be given to the techniques of building and maintaining the organizations, the choice of curriculum materials, and the means of obtaining and using space. 3-0-3.

372. Teaching of Religion. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church polity. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Basic techniques of Christian counseling and referral will be considered. Prerequisites: Psychology 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

430. Methods of Teaching Religion in the Public School. This course is designed to prepare a student to teach religion in the public school system. This is a part of the block program, first eight weeks of the first semester senior year, and should be combined with student teaching. 3-0-3.

475. Religious Education Seminar. Supervised observation and practice in a church-related vocational area of the student's own choosing. Each student will prepare a research paper on a problem within his field. Prerequisite: Religion 373. 3-0-3.

The Bachelor of Arts Degree
With a Major in Religious Education

	Semester Hours
Basic Course Requirements (Group A)	52
Koine Greek should be taken to fulfill the Foreign Language requirement, and Sociology 201 and 356 should be taken for the six hour requirement in social studies.	
Major	36
Religious Education 270, 371, 372, 373, 374, and 475	18
Religious Education 310 (Materials and Media – also Education 310)	3
Sociology 356 (listed in Basic Course Requirements)	
Theatre Arts 301	3
Religion 203, 302, or 303	3
Religion 201, 312, or 314	3
Religion 321, 322, 323, 325 or 326	3
Religion 331 or 332	3
Supportive Studies	21
Typing is recommended if not possessed as a usable skill.	
Sociology 201 (listed in Basic Course Requirements)	
Speech 101, together with Speech 102, 206, 305 or 308	6
Sociology 202, 203 or 421	3
Art FA 205 or English 362	3

Psychology 201, together with Psychology 206, 301, 302, 303 or 404	6
Conducting I 363, Church Music Administration ME 443 or Hymnology 457	3
Students preparing to specialize in work with young children may take Art AE 302, Music ME 340, and/or Theatre Arts 305 as substitutes for the Supportive Studies listed above, as approved by the faculty adviser.	
Complementary Electives	15
Art Appreciation FA 307 or Modern Art History FA 400	3
Music Appreciation 150, Music History I 351 or Music History II 352	3
An additional three hours of Psychology chosen from the courses listed above under Supportive Studies	3
Six additional hours of English or American Literature	6
Chapel	4
Total	124
Chapel	4
Grand Total	128

The Bachelor of Arts Degree
With a Major in Religious Education/Church Music

	Semester Hours
Basic Course Requirements (Group A) Take Music Literature 252 for the Fine Arts requirement.	40-52
Area of Concentration I (Major) Music Theory 161, 162; Applied Music Major – 12 hours; Music Theory 261, 262; Music 351, 352; Church Music Administration ME 443; Hymnology 457; Church Music Repertoire ME 441; Field Work ME 444; Church Music Seminar ME 442 and Conducting I 363.	52



Area of Concentration II (Supportive Studies) 15
Religious Education 270, 371, 372 plus six elective hours chosen from Religious Education 374, Religious Education ED 310 or Theatre Arts 301.

Complementary Requirements
Ten hours are counted in Basic Course Requirements.

Complementary Electives 5
These hours should be chosen from other area(s) not directly related to the Major, as approved by the faculty adviser.

Free Electives 12-0

Chapel 4

Total 124

Chapel 4

Grand Total 128

The Bachelor of Science Degree
With a Major in Secretarial Science/Religious Education
(see Business)

DIVISION OF SOCIAL SCIENCE

The objectives of the courses in the Social Sciences are:

1. To provide an intellectual adventure into life and to share in the creation of mature, thinking individuals, ready to face life with a spirit of adventure and purpose, trusting God to lead in the never-ending quest for truth.
2. To provide a general historical survey of our world heritage.
3. To provide an opportunity for a further examination of the social, political, and economic ideas and institutions in which we are involved.
4. To provide an opportunity for a more intensive study of our American heritage.

Department of Associated Social Sciences

Major offered by the Department: Social Science

DESCRIPTION OF COURSES
POLITICAL SCIENCE

201. An Introduction to Political Science. A basic study of the concepts, institutions, and theories of politics. Prerequisites: History 101, 102. 3-0-3.

202. United States Government. A course concerned with the formation, adoption, and principles of the American constituion with attention given to the structure and formation of the national government and the relationship existing under the Federal system. 3-0-3.

311. American Political Thought. A course designed to acquaint students with ideas and intellectual movements which have influenced the development of American political attitudes and American political institutions. Prerequisite: Political Science 201. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations with special emphasis on imperialism, balance of power, international morality, sovereignity, and diplomacy. Special attention is also given to the problem of peace, disarmament, international organizations, world government, and diplomacy. Prerequisite: Political Science 201. 3-0-3.

330. Comparative Democratic Governments. A study of the democratic governments of Europe and Asia. Emphasis is placed upon the general principles of government as seen through comparative study. Prerequisite: Political Science 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

331. Comparative Totalitarian Governments. A study of the totalitarian governments of Europe and Asia with special emphasis on the Soviet Union. Emphasis is placed upon the general principles of government as seen through comparative study. Prerequisite: Political Science 201. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. Prerequisite: Political Science 202. 3-0-3.

404. State and Local Government in the United States. Presenting problems of intergovernmental relationships and administrative management in state, county, and municipal governments. Prerequisite: Political Science 202 or 321. 3-0-3.

410. Modern Political Thought: Locke to the Present. A study of the currents of thought which contributed to the development of contemporary world politics. Prerequisite: Political Science 201. 3-0-3.

GEOGRAPHY

101. Introduction to Geography. Essentially a course in physical geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form in the geographic setting. 3-0-3.

102. World Regions. The study of the physical and human geography of various world regions. Prerequisite: Geography 101. 3-0-3.

201. Geography of the United States and Canada. The study of the physical and human geography of Anglo-America. Prerequisite: Geography 101. 3-0-3.

202. Cartography. Prectical experience in map interpretation, map projection, map construction, and methods of portrayal. 3-1-3.

301. Social Geography. The geography of population characteristics, migration patterns, education, religion, recreation, communication, land tenure, rural settlement patterns and cultural diffusion. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

402. Urban Geography. A geographical analysis of urban centers, from villages to metropolitan communities, with a view to understanding problems of site, situation, internal structure, and urban function. 3-0-3.

SOCIOLOGY

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. Prerequisite: Sociology 201. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. Emphasis is given to such matters as dating, maturity for marriage, the engagement, and the rearing of children. The significance of the family as a basic institution in our culture and the relationship of the family to other cultural institutions is stressed. Prerequisite: Sociology 201. 3-0-3.

304. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. Prerequisite: Introductory Sociology. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. Prerequisite: Sociology 201. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. Prerequisite: Sociology 201. 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. Prerequisite: Sociology 201. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. Prerequisite: Sociology 201. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. Prerequisite: Sociology 201. 3-0-3.

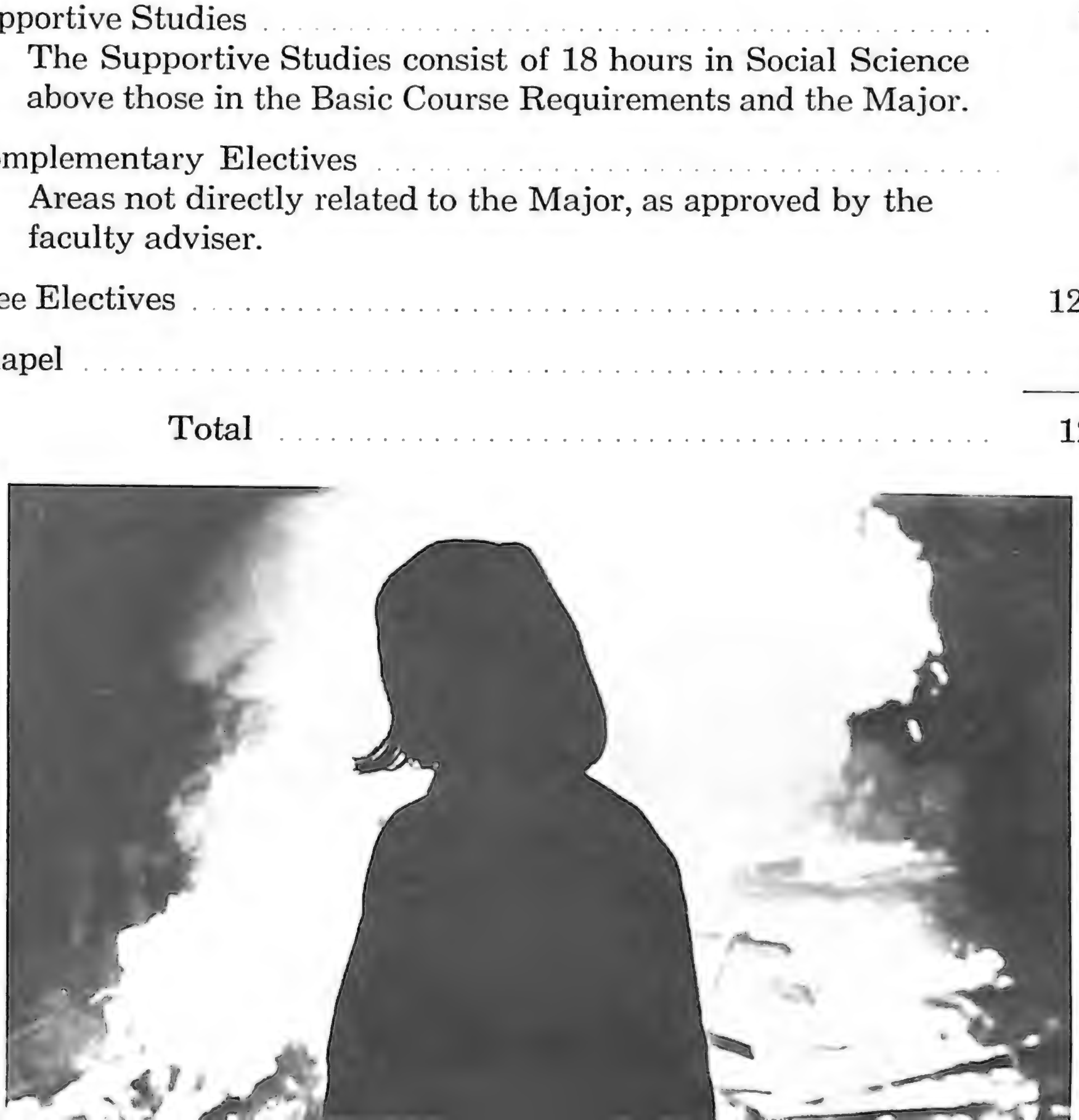
SOCIAL SCIENCE EDUCATION

SSE 430. Methods of Teaching Social Science. This is a required course of all students seeking certification to teach Social Science in the secondary schools of North Carolina. The content of the course deals with methods, materials, and techniques used in teaching Social Science (see Education 430). 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Social Science

	Semester Hours
Basic Course Requirements (Group A)	40-52
Major — (42 hours, 12 counted in Basic Course Requirements) The Social Science Major must complete at least 18 hours in one of the following areas: Economics, Geography, History (above 101 and 102), Political Science or Sociology. In addition, 6 hours in each of three of these fields other than the area of concentration must be taken. The aforementioned requirements specify 12 hours (6 of which are History 101 and 102) that are counted in the Basic Course Requirements.	30
Supportive Studies The Supportive Studies consist of 18 hours in Social Science above those in the Basic Course Requirements and the Major.	18
Complementary Electives Areas not directly related to the Major, as approved by the faculty adviser.	16
Free Electives	12-8
Chapel	4
Total	128



Department of History

Major offered by the Department: History

DESCRIPTION OF COURSES

HISTORY

101. Modern Civilizations. This course traces the forms of civilization from their ancient beginnings to 1815, with emphases on the period beginning with the Renaissance. 3-0-3.

102. Modern Civilizations. This course traces the forms of civilization from 1815 to the present. 3-0-3.

201. American History. A survey of the United States from discovery to the close of the Civil War. 3-0-3.

202. American History. A survey of the United States from the Civil War to the present. 3-0-3.

301. American Colonial History. A history of the settlement of the American colonies and the development of the social, political, and intellectual institutions that contributed to American civilization. 3-0-3.

302. Diplomatic History of the United States. A course concerned with the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The effect of this transformation will be emphasized. 3-0-3.

310. The Ancient World. A study of the development of civilization from the earliest times to the fifth century A.D.; with emphasis on the contributions of the Greeks and Romans in the political, social, aritstic, intellectual and religious fields. 3-0-3.

311. Medieval Europe. Europe in its changing state after the fall of the Roman Empire; with emphasis on the Mohammendan culture, the Byzantine culture, feudalism, the Carolingian culture, the Crusades, the development of the church, the towns, and the educational institutions. Alternate years. 3-0-3.

312. The Renaissance and Reformation. A study of the achievements and forces, political and economic, creative and intellectual which made up the foundation of modern European civilization. Consideration will also be given to the religious struggles, in the sixteenth and early seventeenth centuries. Alternate years. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

317. The Old South in American History. A survey of ante-bellum South with emphasis on the development of the unique Southern institutions and the place of the South in the nation. 3-0-3.

318. Social and Intellectual History of the United States. A history of American daily, life, social mores, religion, science, art, and education from colonial times to the present. 3-0-3.

319. Economic History of the United States. Traces the economic development of the United States from colonial times to the present, including references to the various economic schools of thought. 3-0-3.

322. Early and Medieval Christianity. This is a survey of the history of the Christian Church to 1500. Emphases include the following: the Jewish background; the beginnings of Christianity; the Christological controversies; the tension between Church and State; the importance of the monastic movement; scholasticism and medieval education; the Crusades; and the Renaissance. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of Christianity into all the world and the problems it has faced in the increasingly secular society. History 322 and 323 are the same as Religion 322 and 323. 3-0-3.

330. Europe from 1648 to 1815. A survey of the developments in Europe from the end of the religious wars to the end of the Napoleonic Era, with special emphasis upon the Enlightenment, the French Revolution, and the policies of the Great Powers. 3-0-3.

331. Europe from 1815 to 1918. Traces the development of the European powers from the restoration after Napoleon's defeat to the end of World War I. The unification of Italy and Germany and the growth of nationalism and imperialism are stressed. 3-0-3.

332. Twentieth Century Europe. Provides a survey of the events in Europe since 1914 including the breakdown of the Versailles settlement and the rise of fascism. The Second World War and the problems of a divided Europe. 3-0-3.

337. History of England Before 1689. A survey of the development and growth of England into a nation, with attention given to constitutional progress and the achievements of the Tudor and Stuart periods. 3-0-3.

338. History of England Since 1689. A survey of the development of England's democratic government, considering economic, social, intellectual, diplomatic, and imperial affairs. 3-0-3.

341. Recent History of the United States. A study of the twentieth century of United States history. 3-0-3.

345. North Carolina History. Review of major developments which contributed to the growth of the State. Stress upon factors responsible for the emergence of North Carolina since 1900. 3-0-3.

346. Civil War and Reconstruction. An intensive study of the causes, events, major problems, and effects of this period in the history of the South and the Nation. 3-0-3.

352. History of Latin America. A survey of the history of Latin America from the colonial period to the present. Emphases include the wars for independence and the development of a growth of a tradition of general cooperation and on the relationship of Latin America to the United States. 3-0-3.

370. Survey of Modern Far Eastern History. Transformation of the traditional Orient under the impact of occidental political, economic and cultural expansion, with major emphasis on the respective reactions of China and Japan in the nineteenth century, and the post-1945 importance and transformation of southeast Asia. Given in alternative years. 3-0-3.

380. Modern Germany. A study of the political, social and cultural developments in Germany since 1789. Much attention is given the political developments since 1914. 3-0-3.

410. English Constitutional History. A specialized course in the major developments of the English unwritten constitution and common law to 1689, with special consideration of the origins and evolution of law and the legal system, the courts and judicial procedure, and the struggle over parliamentary supremacy. Given in alternate years. Prerequisite: consent of Instructor. 3-0-3.

411. History of the British Empire. A specialized course in the history and development of Britain's overseas possessions since 1815, with emphasis on the post-1783 reaction against colonies, the colonial reformers, the new imperialism and the imperialists, the development of the Commonwealth idea, and the final devolution. Prerequisite: consent of Instructor. 3-0-3.

420. The Westward Movement in American History. A study of the westward expansion of the American people and of the effects of the frontier on American institutions. Offered in alternate years. Prerequisite: History 201, 202 or consent of Instructor. 3-0-3.

429, 430. Problems and Interpretations of History. An honors course open to Senior majors in the department. Consent of the head of the department required. Prerequisite: a "B" average in the department. 3-0-3, 3-0-3.

440. Introduction to Historical Geography. A course of study in the cartographic context of history, designed to relate historical events to constantly changing spatial dimensions. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in History

	Semester Hours
Basic Course Requirements (Group A)	40-52
Major	30
The Major requires 30 hours above History 101 and 102, which are prerequisites to all other history courses. American History 201 and 202 are required of all history Majors.	
Supportive Studies	18
Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology and Sociology.	
Complementary Electives	16
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	20-8
Chapel	4
Total	128



ASSOCIATE DEGREE PROGRAM
Department of Nursing

PHILOSOPHY

The Department of Nursing functions within the general framework and philosophy of Gardner-Webb College. The faculty believes that Nursing is a special health service based on selected scientific principles of physical, biological, and social sciences, and that Nursing embraces the prevention of disease, the care of the sick, rehabilitation of the ill, the maintenance of health and focuses on the individual person and his needs.

The faculty believes that learning takes place in an atmosphere of personal acceptance and discipline, of freedom of inquiry and thought; that education is a continuous process and the student shows progress toward personal and educational goals. The student learns Nursing through carefully selected experience in the classroom and with patients under the guidance of responsible instructors.

The graduate of the Associate Degree Program is prepared to function as an effective patient-side nurse, and although she may continue in higher education the program is essentially complete.

AN ASSOCIATE IN ARTS DEGREE IN NURSING

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two academic years a course of study which leads to the Associate in Arts Degree. Students study and work with patients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Boad Examination for licensure as a Registered Nurse.

OBJECTIVES OF THE DEPARTMENT OF NURSING

The student graduating from the Associate Degree Nursing Program at Gardner-Webb College will be able:

1. To apply prescribed knowledge and beginning skills as a patient-side nurse in a hospital.
2. To assist in the preparation and implementation of a nursing plan for individuals and groups of patients.
3. To assist in the instruction and direction of non-professional nursing personnel for whom he/she is responsible.
4. To make significant observations of symptoms, reactions, and progress of the patient and to record and report these observations appropriately.

5. To assist in patient-teaching and planning for optimum rehabilitation.
6. To establish and maintain favorable interpersonal relationships.
7. To contribute to the improvement of nursing care by personal example and by taking advantage of opportunities for continued professional and personal development.

DESCRIPTION OF COURSES

101. Fundamentals of Nursing. This course offers opportunity for the student to gain understanding of physical, emotional, and social needs in deviation from health. It provides a sequence of planned experiences designed to develop basic knowledge and beginning skills of nursing care. 5-3-6.

102. Mental and Physical Illness. Nursing 102 builds upon Nursing 101. It provides opportunity for the student to understand the physical and psychological implications of selected illness. Experiences are provided to aid the student in making significant observations of the patient and his environment in the area of mental stress, orthopedic, respiratory, and metabolic problems. Concepts of prevention, therapy, and rehabilitation serve to guide the student in the course of study and practice. 5-9-8.

201. Mental-Physical Illness. This course deals with selected health problems of the adult patient. Classroom and laboratory experiences are designed to enable the student to gain knowledge and skill in the specialized areas of nursing including altered behavioral patterns, altered cardiac function, altered urological and reproductive functions and altered neurological function. Prerequisite: Nursing 101, 102. 5-12-9.

202. Maternal and Child Care. Designed to help the student develop a workable knowledge and appreciation of nursing of new or expectant mothers and ill children. Concepts of family centered maternity nursing are emphasized. Clinical educational experiences are provided in local hospitals and other health agencies. Offered to second year nursing students only. Prerequisite: Psychology 206. 5-12-9.

203. Nursing Seminar. This course deals with responsibilities and opportunities of the Registered Nurse and her relationship to others in the nursing profession. Content areas include: major influences in the development of nursing; legal aspects, organizations, publications, special problems in nursing service and education. 3-0-3.

BIOL 203-204. Human Anatomy and Psychology. (see Biology) 2-3-3, 2-3-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*



BIOL 206. Microbiology. (see Biology) 3-3-4.

PSY 206. Developmental Psychology. (see Psychology) 3-0-3.

DEGREE REQUIREMENTS

The Associate in Applied Science Degree With a Major in Nursing

	Semester Hours
Basic Course Requirements Religion 101, 102; English 101, 102; Physical Education 101, 102.	14
Major Nursing 101, 102, 201, 202, 203; Psychology 206.	38
Supportive Studies Biology 203, 204, 206; General Psychology 201; Sociology 201.	16
Chapel	2
Total	70

Associate in Arts, leading to Licensure

FIRST YEAR

	Semester Hours
Biology 203, 204	6
Biology 206 (Micro.	4
English 101	3
Nursing 101, 102	14
Physical Education 101	1
Psychology 201, 206	6
	34

SECOND YEAR

	Semester Hours
Religion 101, 102	6
English 102	3
Nursing 201, 202, 203	21
Sociology 201	3
Physical Education 102	1
	34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.

DEPARTMENT OF BUSINESS

Associate in Arts Degree (Two-Year Program)

General Business

First Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 213	3	Accounting 214	3
Business Principles 101	3	Speech 101	3
Typewriting 307	2	English 102	3
English 101	3	History 102	3
History 101	3	P. E.	1
P. E.	1	Electives	4
Electives	3		
TOTAL	18	TOTAL	17

Second Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 313	3	Business Law 412	3
Business Law 411	3	Psychology 201	3
Economics 203	3	Bible 102	3
Business Finance 312	3	Economics 204	3
Bible 101	3	Electives	3
Electives	3		
TOTAL	18	TOTAL	15

Secretarial Science

First Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Bible 101	3	Bible 102	3
Shorthand 305	3	Shorthand 306	3
Typewriting 307	2	Typewriting 308	2
English 101	3	English 102	3
Business Principles 101	3	Elective	6
Physical Education	1	Physical Education	1
TOTAL	15	TOTAL	18

Second Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 213	3	Shorthand 406	3
Shorthand 405	3	Typrewiting 408	2
Typewriting 407	2	Secretarial Practice 404	3
Business Law 411	3	Business Communications 325	3
Office Machines 403	4	Electives	6
Electives	3		
TOTAL	18	TOTAL	17

Church Secretarial Science

First Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Shorthand 305	3	Business Principles 101	3
Typewriting 307	2	Shorthand 306	3
English 101	3	Typewriting 308	2
Bible 101	3	English 102	3
Religious Education	3	Bible 102	3
Physical Education	1	Physical Education	1
Electives	3		
TOTAL	18	TOTAL	16

Second Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 213	3	Shorthand 406	3
Office Machines 403	4	Typewriting 408	2
Shorthand 405	3	Secretarical Practice 404	3
Typewriting 401	2	Speech 101	3
Fine Arts	3	Religious Education 102	3
Electives	2	Elective	4
TOTAL	17	TOTAL	17

Other Departments

By special request and arrangement, a student may receive the Associate Degree in a department that awards the Bachelor's Degree. Refer to Department of Business.

ACADEMIC CALENDAR

1969-1970

FIRST SEMESTER

August	26	Tuesday morning — Arrival of first year and transfer students.
August	27	Wednesday, 8:00 a.m. — Freshmen and transfer orientation.
August	28-29	Thursday, Friday — Registration.
September	1	Monday, 8:00 a.m. — Full Class Schedule.
September	4	Thursday, 8:00 p.m. — Faculty-Student Reception.
October	16-17	Thursday, Friday — Mid-Term Reports.
October	24	Friday — Founders Day.
October	25	Saturday — Homecoming Day.
November	26	Wednesday, after classes — Thanksgiving Holidays begin.
December	1	Monday, 8:00 a.m. — Classes Resume.
December	13-19	Saturday through next Friday — First Semester Examinations.
December	19	Friday — First Semester Ends.
December	19	Friday, after examinations — Christmas Holidays begin.

SECOND SEMESTER

January	7	Wednesday — Boarding students return.
January	8-9	Thursday, Friday — Registration.
January	12	Monday, 8:00 a.m. — Classes resume.
March	5-6	Thursday, Friday — Mid-Term Reports.
March	20	Friday, after classes — Spring Holidays begin.
March	31	Tuesday, 8:00 a.m. — Classes resume.
April	23	Thursday — Sophomore-Junior Banquet.
May	2	Saturday, 3:00 p.m. — May Day.
May	9	Saturday, 7:00 p.m. — All Sports Banquet.
May	9-15	Saturday through next Friday — Second Semester Examinations.
May	16	Saturday, 7:00 p.m. — Alumni Banquet.
May	17	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	17	Sunday, 3:00 p.m. — Graduation.

1970-1971

FIRST SEMESTER

August	25	Tuesday — Arrival of Seniors and Juniors.
August	26	Wednesday — Arrival of Sophomores and Registration of Seniors and Juniors.
August	27	Thursday — Arrival of Freshmen and Registration of Sophomores.
August	28	Friday — Registration of Freshmen.
August	31	Monday, 8:00 a.m. — Full Class Schedule.
October	15, 16	Thursday and Friday — Mid-Term Reports.
October	23	Friday — Founders Day.
October	24	Saturday — Homecoming Day.
November	25	Wednesday, after classes — Thanksgiving Holidays begin.
November	31	Monday — Classes resume.
December	12-19	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	5	Tuesday — Boarding Students Return.
January	6, 7, 8	Wednesday, Thursday and Friday — Registration.
January	11	Monday, 8:00 a.m. — Classes resume.
February	8-12	Religious Emphasis Week.
March	4, 5	Thursday and Friday — Mid-Term Reports.
March	5	Friday, after classes — Spring Holidays begin.
March	15	Monday, 8:00 a.m. — Classes resume.
April	22	Thursday — Junior-Senior Banquet.
May	1	Saturday, 3:00 p.m. — May Day.
May	8	Saturday, 7:00 p.m. — All Sports Banquet.
May	8-14	Saturday through Friday — Second Semester Examinations.
May	14	Saturday, 7:00 p.m. — Alumni Banquet.
May	16	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	16	Sunday, 3:00 p.m. — Graduation.

SUMMER SCHOOL

1969-1970
FIRST SEMESTER

SUMMER SCHOOL

June	8	Monday — Summer School Registration.
June	9	Tuesday — Classes begin.
July	10	Friday — First Session ends.

SECOND SEMESTER

July	13	Monday — Second Session begins.
August	15	Saturday — Graduation.

SUMMER SCHOOL
1970-1971
FIRST SEMESTER

June	4	Friday — Registration.
June	7	Monday — Classes begin.
July	9	Friday — First Term ends.

SECOND SEMESTER

July	12	Monday — Second Term begins.
August	14	Summer School Graduation.

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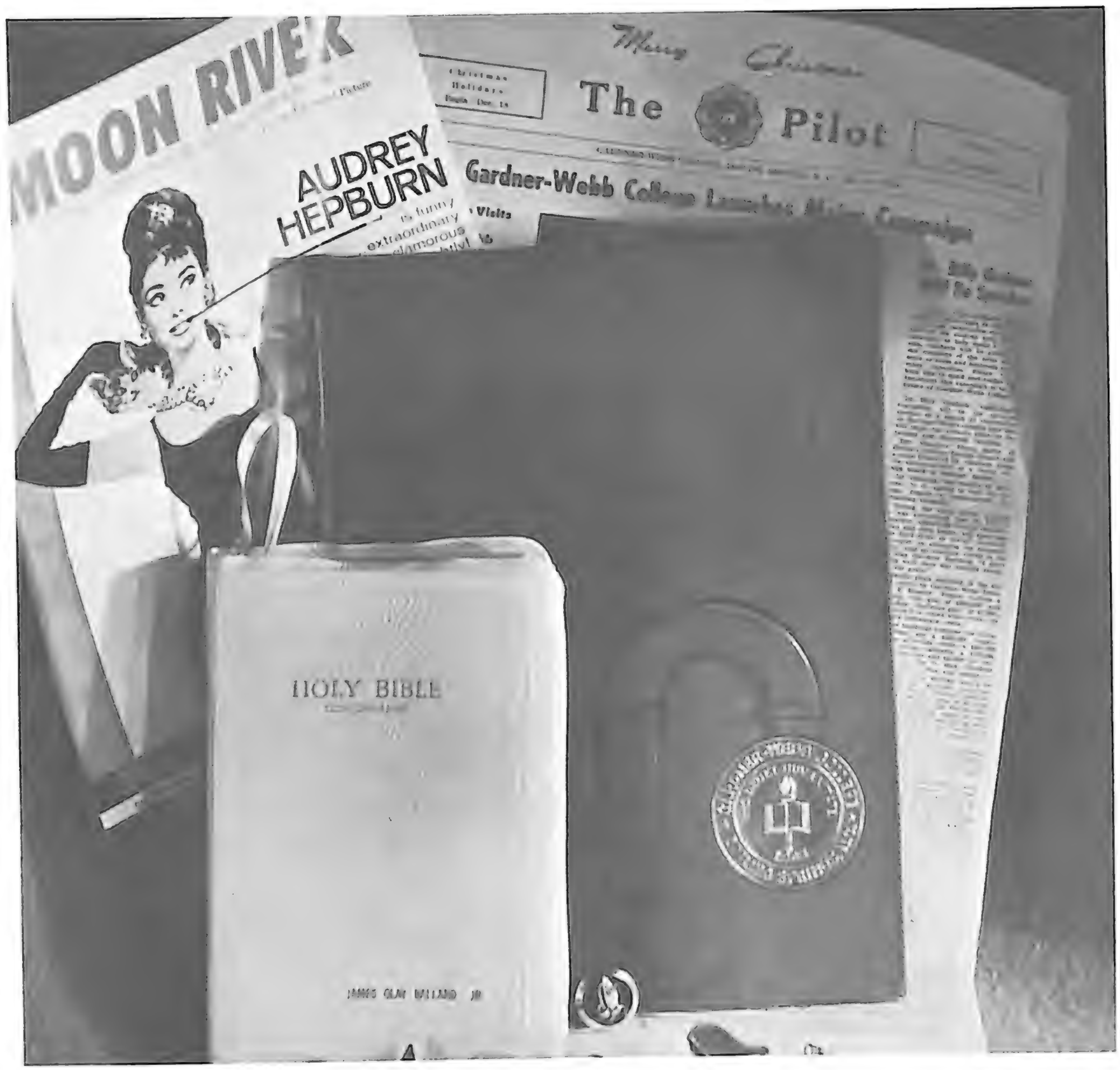
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Secretarial Assistant ..... Mrs. Louise J. Jolley
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OFFICE OF ADMISSIONS

Director ..... Robert W. Abrams, B.D.
Secretary ..... Mrs. Mildred B. Poston, M.A.

OFFICE OF PROMOTION

Director ..... Alex H. Vaughn, B.A.
Secretary ..... Mrs. Rita R. Horton

OFFICE OF COUNSELING

Director ..... Dan W. Proctor, Th.D.
Secretary ..... Mrs. Betty B. Hester

G.E.D. TESTING CENTER

Administrator ..... Thomas J. McGraw, M.A.
Secretary ..... Mrs. Bernice H. Trexler, A.A.

OFFICE OF THE COLLEGE MINISTER

Minister ..... Reverend Charles W. "Buddy" Freeman, B.D.

OFFICE OF CULTURAL AND CREATIVE ACTIVITIES

Director ..... E. Eugene Poston, Th.D.
Associate Director ..... Jerry R. Hill, M.A.
Assistant Director ..... Alex H. Vaughn, B.A.

LIBRARY

Head Librarian	Alton H. Malone, M.L.S.
Assistant Librarian	Mrs. Joy Y. Sandifer, M.L.S.
Assistant Librarian	Miss Ann Sebastian, M.L.S.
Assistant in the Library	Mrs. LaLene H. Washburn
Secretarial Assistant	Mrs. Bettye F. McGraw
Secretarial Assistants	Mrs. Susan Jenkins, Mrs. Nell Chatham

STUDENT PERSONNEL

Director of Student Affairs	Thomas C. Poston, M.A.
Asst. Director of Student Affairs (Men)	J. Kenneth Sanford, B.S.
Asst. Director of Student Affairs (Women)	Miss Ruth Kiser, M.A.

ALUMNI ACTIVITIES

Director	Randy Elrod, B.D.
Secretary	Mrs. Anna S. Downs

RELIGIOUS ACTIVITIES

Director	Rev. Charles W. "Buddy" Freeman, B.D.

CHURCH-COMMUNITY DEVELOPMENT

Director	Robert W. Abrams, B.D.

DORMITORIES

Asst. Director of Student Affairs (Women)	Miss Ruth Kiser, M.A.
Resident Director	Mrs. Maggie M. Goodwin
Resident Director	Mrs. Jewel C. Goodwin
Resident Director	

BOOKSTORE

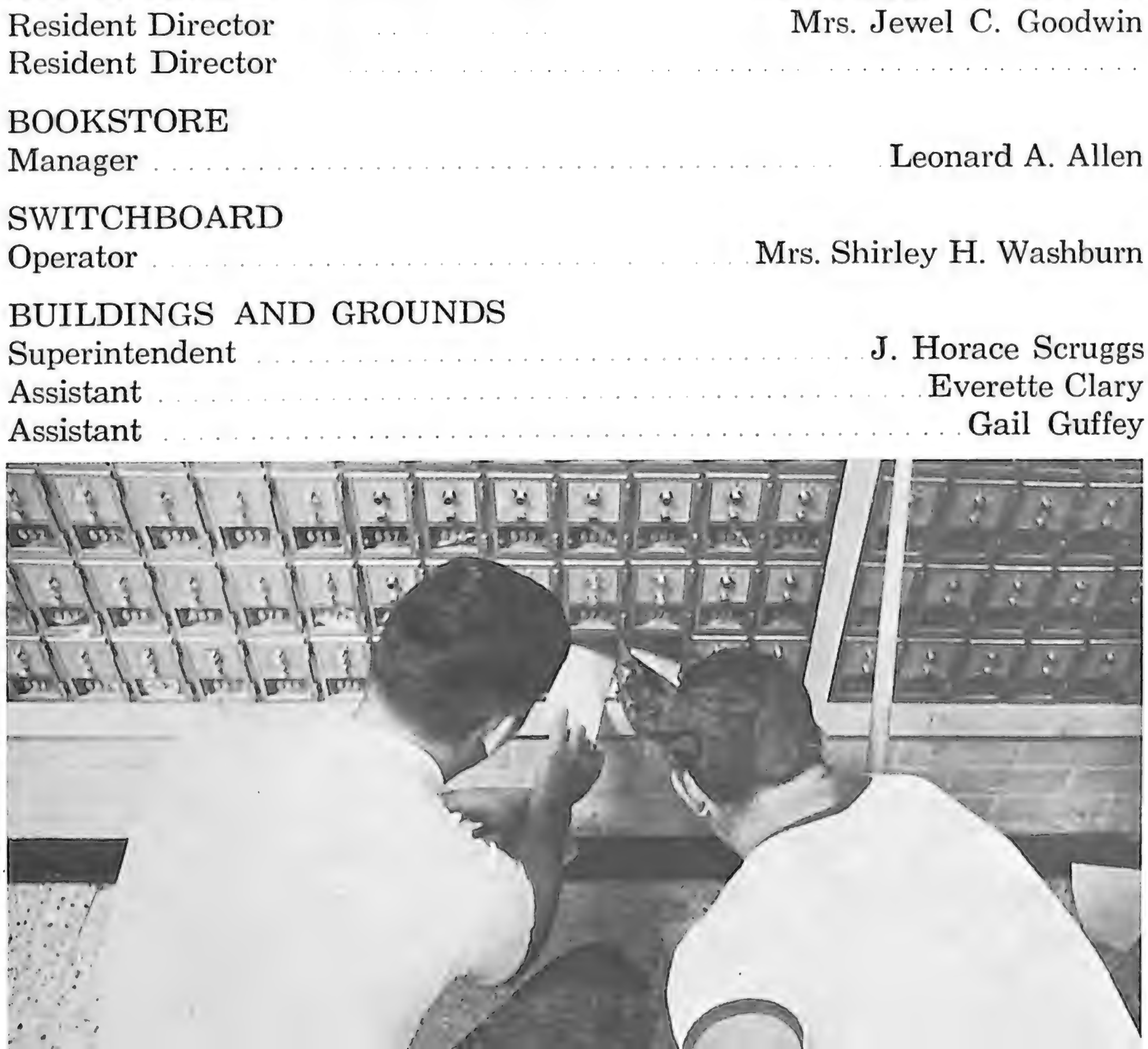
Manager	Leonard A. Allen

SWITCHBOARD

Operator	Mrs. Shirley H. Washburn

BUILDINGS AND GROUNDS

Superintendent	J. Horace Scruggs
Assistant	Everette Clary
Assistant	Gail Guffey



FACULTY

ROBERT WHITE ABRAMS (1962*), B.D., Director of Admission

A.A., Gardner-Webb College; A.B., Wake Forest University; B.D., Southern Baptist Theological Seminary.

GARLAND H. ALLEN (1961), Th.D., Director, Division of Religious Studies; Professor, Bible, History

B.A., Ouachita Baptist College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1969), M.A., Associate Professor, Business

A.A., Wingate Junior College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), M.A., Director, Division of Languages and Literature; Chairman, Department of Modern Foreign Languages and Literature; Professor, French

A.B., Wofford College; M.A., Emory University; Additional Study, Appalachian State University; Sorbonne, University of Paris; Clemson University.

DECK W. ANDREWS (1962), M.S.B.A., Chairman, Department of Business; Professor, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional Study, Appalachian State University, Western Carolina University.

REBA EARLEY AUSTIN (1969), B.S., Instructor, A.A. Degree Nursing Program

R.N., B.S., Berea College.

THOMAS JEFFERSON BALLARD (1965), Th.D., Associate Professor, German, Religion

A.A., Mississippi Delta Junior College; B.A., Mississippi College; B.D., Midwestern Baptist Theological Seminary; Th.D., New Orleans Baptist Theological Seminary; Additional Study, University of North Carolina–Chapel Hill.

GILMER WARREN BLACKBURN (1968), M.A., Instructor, Social Science

A.A., Gardner-Webb College; B.A., M.A., Wake Forest University. Additional Study, University of North Carolina.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Director, Division of Health and Physical Education; Chairman, Department of Health and Physical Education; Professor, Health, Physical Education

A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Associate Professor, English

B.S., Western Carolina University; B.D., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

**The date after a name indicates the first year of service at Gardner-Webb College.*

LOIS BULL BRADLEY (1967), B.S., Instructor, A.A. Degree Nursing Program

R.N., B.S., Lenoir-Rhyne College–Grace Hospital School of Nursing.

**JOYCE COMPTON BROWN (1966), M.A., Instructor, English

B.S., M.A., Appalachian State University; Additional Study, University of Southern Mississippi.

**LESLIE MORRIS BROWN (1966), M.A., Instructor, Biology

B.S., M.A., Appalachian State University; Additional Study, University of Southern Mississippi.

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health, Physical Education; Head Baseball Coach

University of North Carolina; B.S., Pfeiffer College; M.A., Appalachian State University.

RANDOLPH ERWIN CAROTHERS (1968), Ed.D., Chairman, Department of Education; Professor, Education

B.S., Presbyterian College; M.A., University of South Carolina; Ed.D., Florida State University; Additional Study, Appalachian State University, University of North Carolina–Chapel Hill, North Carolina State University, Winthrop College.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor, Psychology, Speech

A.A., Gardner-Webb College; A.B.; Meredith College; M.A., University of North Carolina; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina–Chapel Hill.

WALLACE REID CARPENTER (1964), M.A., Chairman, Department of Data Processing; Associate Professor, Business

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill.

**JOHN E. CARTER, JR. (1967), M.A.T., Instructor, Biology, Religion

B.S., Wake Forest University; M.A.T., University of North Carolina; B.D., Union Theological Seminary; Additional Study, Southeastern Baptist Theological Seminary, University of North Carolina–Chapel Hill.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry

B.S., Clemson University; M.A.T., Converse College; Additional Study, University of South Carolina, Clemson University.

RICHARD GEORGE CHALCRAFT (1969), M.S., Instructor, Geology, Geography

B.A., University of Buffalo; M.S., University of North Carolina; Additional Study, University of North Carolina–Chapel Hill.

**CHIT-FU CHANG (1966), M.S., Assistant Professor, Mathematics

B.S., M.S., Western Illinois University; Additional Study, University of Georgia.

**_On Leave_

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Classical Languages

B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina—Chapel Hill; Additional Study, Duke University, University of North Carolina—Chapel Hill.

BETTY SMITH COX (1968), Ph.D., Chairman, Department of English; Professor, English

Averett College; Ph.B., Northwestern University; M.A., Ph.D., University of Pittsburgh; Additional Study, Northwestern University.

CHARLES WRIGHT COX (1968), Ph.D., Director, Division of Fine Arts; Chairman, Department of Speech; Professor, Theatre Arts, Speech

B.A., Roanoke College; M.A., Cornell University; Ph.D., Northwestern University; Additional Study, School of Radio Technique, The Television Workshop, New York City.

GEORGE ROBERT CRIBB (1969), Ed.D., Acting Chairman, Department of Music; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Southern Mississippi, Union Theological Seminary.

KENNETH RAY DAVES (1966), M.A., Assistant Professor, Health, Physical Education; Swimming Coach; Assistant Football Coach

B.S., M.A., Appalachian State University.

HUBERT CONRAD DIXON (1935), M.A., Chairman, Department of Mathematics; Professor, Mathematics

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill; Additional Study, Clemson University, Florida State University, Vanderbilt University.

ANTHONY FINLEY EASTMAN (1966), M.A., Assistant Professor, Social Science

B.A., Union University; M.A., Memphis State University; Additional Study, University of Georgia, University of Southern Mississippi.

MARY EDNA EDDIN (1969), M.A., Instructor, Business

B.A., Berea College; M.A., American University.

SHEHAB EDDIN (1969), Ph.D., Associate Professor, Political Science, History

B.A., University of Cairo (U.A.R.); M.A., Ph.D., American University; Additional Study, University of Damascus.

DOROTHY WASHBURN EDWARDS (1946), A.B., Registrar

A.A., Gardner-Webb College; A.B., Meredith College.

JAMES WALTER FITE (1964), M.A., Assistant Professor, Biology

B.S., M.A., Appalachian State University; Additional Study, Indiana University, University of South Carolina.

CHARLES WILLIAM (BUDDY) FREEMAN (1968), B.D., College Minister

A.A., Gardner-Webb College; B.A., Carson-Newman College; B.D., Southeastern Baptist Theological Seminary.

LAURA WHELCHEL GENTRY (1968), M.A., M.R.E., Instructor, English

A.B., Limestone College; M.A., Duke University; M.R.E., Southern Baptist Theological Seminary; Additional Study, Appalachian State University, Lenoir-Rhyne College.

LOUIS V. GHISLETTI (1969), Ph.D., Professor, Modern Foreign Languages and Literature

B.A., College de Geneve (Switzerland); M.A., Universite de Geneve (Switzerland); Ph.D., Sorbonne, University de Paris; Ph.D., P. Universidad C. Javeriana (Columbia).

NETTIE RAYLE GIDNEY (1945; 1953), M.A., Assistant Professor, Voice

Guilford College; B.M., Westminster Choir College; M.A., Appalachian State University; Additional Study, Wesleyan College, Private Voice Study (eight years), Ernest Brown.

ALBERT B. GODFREY (1968), Ph.D., Chairman, Department of Biology, Chemistry and Geology; Professor, Biology

B.S., Clemson College; M.S., Ph.D., University of Maryland.

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Professor, Business, Data Processing

B.S., M.A., Appalachian State University.

NELL SELF GRIGGS (1965), M.A., Instructor, Health, Physical Education

B.S., Lenoir Rhyne College; M.A., Appalachian State University.

BARRY EDMOND HAMBRIGHT (1969), M.A., Assistant Professor, History

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts.

RECTOR R. HARDIN (1969), Ph.D., Director, Division of General Business; Professor, Business

B.A., Berea College; M.A., Ph.D., Duke University; Additional Study, Harvard University, American Institute of Management, American College of Life Underwriters.

MICHAEL A. HARRELSON (1968); Ph.D., Associate Professor, Biology

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia.

JANE HORN HARRIS (1962), M.A., Assistant Professor, Business

High Point College, Gardner-Webb College; B.S., Limestone College; M.A., University of North Carolina—Greensboro; Additional Study, Appalachian State University.

NORMAN ARTHUR HARRIS (1949), M.S., Assistant Professor, Health, Physical Education; Head Football Coach; Athletic Director

Duke University; B.S., High Point College; M.S., George Peabody College for Teachers; Additional Study, University of North Carolina—Greensboro.

TERRY RICHARD HAYES (1969), M.A., Instructor, Theatre Arts, Speech

A.A., San Antonio College; B.A., New Mexico State University; M.A., University of Denver.

**DOROTHY KNOWLING HENSON (1968), M.A., Instructor, Modern Foreign Languages

Eastern Montana College of Education; B.A., M.A., Indiana University.

JAMES P. HENSON (1957-62; 1968), Ed.D., Director, Division of Education and Psychology; Chairman, Department of Psychology; Professor, Psychology

A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

**DONNA WILLIAMS HEWITT (1968), B.S., Instructor, A.A. Degree Nursing Program

R.N., B.S., University of South Carolina; Additional Study, Furman University, Southern Baptist Theological Seminary.

THOMAS FURMAN HEWITT (1968), Th.D., Associate Professor, Religion

B.A., Furman University; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Additional Study, Lutheran Theological Seminary.

ELIZABETH EGGERS HILL (1963-65; 1966), B.S., Instructor, Organ, Piano

B.S., Appalachian State University; Additional Study, Appalachian State University.

JERRY RANDOLPH HILL (1963), M.A., Associate Professor, Music; Assistant in Cultural Arts Program

B.S., M.A., Appalachian State University; Additional Study, Southern Baptist Theological Seminary, Florida State University.

BARBARA WALKER HOLBROOK (1964), M.A., Assistant Professor, Health, Physical Education

B.A., Lenoir Rhyne College; M.A., Appalachian State University.

EDWIN CHARLES HOLBROOK (1964), M.A., Assistant Professor, Health, Physical Education; Head Basketball Coach; Director, Bulldog Club

Wake Forest University; A.B., Lenoir Rhyne College; M.A., Appalachian State University; Additional Study, Furman University.

RON DALE HOOPER (1968), B.S., Counselor to Men; Assistant Basketball Coach

B.S., University of North Carolina—Chapel Hill; Additional Study, Wake Forest University, Appalachian State University.

DANIEL HUMMEL HOSLER (1969), Ph.D., Director, Division of Social Science; Chairman, Department of History; Professor, History

B.Sc.Ed., Ohio State University; M.A., Ph.D., University of Wisconsin.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S., Professor, Social Science

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, University of North Carolina, Florida State University.

PAUL WISEMAN JOLLEY (1962), M.A., M.A.T., Associate Professor, Mathematics

**_On Leave_*

B.S., M.A., Appalachian State University; M.A.T., University of North Carolina; Additional Study, North Carolina State University, Appalachian State University, University of North Carolina, Florida State University.

C. ROBERT JONES (1966), M.F.A., Chairman, Department of Theatre Arts; Assistant Professor, Theatre Arts, Speech

A.B., A.B.Ed., University of South Carolina; M.F.A., Catholic University of America; Additional Study, University of Dijon (France), University of South Carolina.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology, Religion

B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of Colorado, University of North Carolina–Chapel Hill.

RUTH C. KISER (1961-64; 1969), M.A., M.R.E., Asst. Dircetor of Student Activities (Women); Director of B.S.U.

A.A., Wingate College; B.S., Carson-Newman College; M.R.E., New Orleans Baptist Theological Seminary; M.A., Appalachian State University.

ROBERT L. LAMB (1962), D.R.E., Chairman, Department of Religious Education; Professor, Religious Education, Religion

B.A., Stephen F. Austin State College; M.R.E., D.R.E., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College, Baylor University, University of Houston, Texas Christian University.

GRACE CRAIG LEE (1965), M.S., Director, A.A. Degree Nursing Program

R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.S., University of North Carolina–Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

JOHN THURMAN LEWIS (1964), Th.D., Chairman, Department of Ancient Languages and Literature; Professor, Ancient Languages and Literature

B.A., Mississippi College; B.D., Th.D., New Orleans Baptist Theological Seminary; M.A., Johns Hopkins University; Additional Study, Baltimore Hebrew College.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business

B.S.S.A., University of North Carolina–Greensboro; M.A., Appalachian State University.

MELVIN ROSCOE LUTZ, JR. (1969), M.A., Instructor, Ancient Languages and Literature

A.A., Gardner-Webb College; B.A., Mars Hill College; M.A., Florida State University; Additional Study, Florida State University.

WILBUR RAY McBRIDE (1968), M.Ed., Associate Professor, Physics, Mathematics

A.B., Wofford College; M.Ed., University of North Carolina; Additional Study, Wofford College, Converse College, University of Arkansas, University of Michigan, University of Kansas, New Mexico State University.

THOMAS JEFFERSON McGRAW (1962), M.A., Vice President of Academic Affairs

Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University.

CHARLES ERNEST MACK, JR. (1966), A.B., Business Manager

A.A., Gardner-Webb College; A.B., Catawba College; Additional Study, Stetson University.

PATRICIA GOFF MAUL (1966-67; 1968), B.S., Instructor, A.A. Degree Nursing Program

R.N., B.S., Medical College of Georgia.

ROLAND PAUL MOHRMANN (1969), M.A., Assistant Professor, German, English

M.A., University des Saarlandes (Germany), Additional Study, University College Swansea, University of Wales.

**ROBERT EARLE MORGAN (1967), M.Ed., Associate Professor, French, Mathematics

A.B., Lenoir Rhyne College; M.Ed., University of North Carolina—Chapel Hill; Additional Study, University of North Carolina—Chapel Hill.

GLADYS DeJOURNETTE MORRIS (1964), M.A., Assistant Professor, English

LaGrange College; A.B., Woman's College of Georgia; M.A., Vanderbilt University; Additional Study, University of North Carolina—Chapel Hill, University of North Carolina—Greensboro, Western Carolina University, North Carolina State University.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry

B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of North Carolina, Duke University, University of Wyoming, North Carolina State University.

WILLIAM HARVEY MOWRY (1968), Ed.D., Professor, Psychology

Ph.B., Dickinson College; M.S., Ed.D., The Pennsylvania State University.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religion; Professor, Religion

A.B., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburgh (Scotland); Additional Study, Southern Baptist Theological Seminary, Duke University, University of Heidelberg (West Germany).

AKSEL EVALD NIELSEN (1968), Ph.D., Professor, Economics

B.A., University of Northern Iowa; M.A., Ph.D., Columbia University.

ARTHUR GEORGE NUHRAH (1969), Ph.D., Professor, History

B.A., M.A., Ph.D., The Tulane University of Louisiana; Additional Study, University of Texas, Duke University.

THIRLEN OSBORNE (1957), M.A., Professor, English

A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Additional Study, University of Kentucky, University of North Carolina.

DIANE HICKS PACKARD (1967), B.A., Graduate Assistant, Business; Assistant to the Registrar

A.A., Gardner-Webb College; B.A., Limestone College.

PHIL DANIEL PERRIN (1969), D.M.A., Professor, Music

B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary.

ERNEST EUGENE POSTON (1959), Th.D., President of the College

A.A., Gardner-Webb College; B.A., Wake Forest University; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Additional Study, Southern Baptist Theological Seminary.

THOMAS CLINTON POSTON (1969), M.A., Director of Student Affairs

A.A., Gardner-Webb College; B.A., Limestone College; M.A., Appalachian State University; Additional Study, Furman University, Mercer University.

DAN W. PROCTOR (1969), Th.D., Director of Guidance and Counseling

A.A., Southwest Baptist College; B.A., Howard Payne College; B.D., Th.D., Southwestern Baptist Theological Seminary; Additional Study, Central Baptist Theological Seminary.

LAUNITA EYE PROCTOR (1969), M.R.Ed., M.Ed., Assistant Professor, Health, Physical Education

A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.Ed., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University.

JAMES HUBERT RASH (1965), M.Ed., Chairman, Department of Art; Associate Professor, Art

A.A., Wingate Junior College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer.

**DONALD EDWARD REED (1966), M.A., Instructor, Geography

A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa; Additional Study, Michigan State University.

**CHARLEY L. SANDIFER (1967), M.A., Th.M., Associate Professor, English

Copiah Lincoln Junior College; A.B., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.A., University of Mississippi; Additional Study, University of Mississippi.

JOY YOUNG SANDIFER (1967), M.L.S., Assistant Librarian

Hillman College; B.A. Mississippi College; M.L.S., University of Mississippi; Additional Study, Mississippi College, New Orleans Baptist Theological Seminary, Appalachian State University.

JOHN KENNETH SANFORD (1966), B.S., Graduate Assistant, Health, Physical Education; Asst. Director of Student Activities (Men); Assistant Football Coach

A.A., Gardner-Webb College; B.S., Western Carolina University; Additional Study, Western Carolina University.

REBECCA ANN SEBASTIAN (1968), M.A., Assistant Librarian

B.S., M.A., Appalachian State University.

MANUEL ALLEN SETZER (1965), M.A.T., Associate Professor, Spanish

B.A., Lenoir Rhyne College; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

PAUL KIMBRELL SMITH (1968), Ph.D., Professor, Mathematics

B.S., M.S., University of South Carolina; M.S., University of Chicago; Ph.D., University of Illinois; Additional Study, University of Texas.

**_On Leave_

PAUL MITCHELL SORRELS (1968), M.A., Assistant Professor, English

Gardner-Webb College, Carson-Newman College; B.A., Lenoir Rhyne College; M.A., Western Carolina University; B.D., Southeastern Baptist Theological Seminary; Additional Study, University of North Carolina–Chapel Hill.

PAUL JOHN STACY (1941), B.S., Assistant Professor, Biology

B.S., Duke University; Additional Study, Duke Medical School.

WILLIAM B. STOWE (1965-68); 1969), M.A., Assistant Professor, English

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University.

MARIO A. SUAREZ (1964), Ph.D., Assistant Professor, Spanish

B.A., Carlos de la Torre; B.S., Instituto de Santa Clara; Ph.D., Havana University; Additional Study, Havana University.

JAMES KANIPE TAYLOR (1964), M.A., Assistant Professor, English

Mars Hill College; B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Appalachian State University.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor, Social Science; Financial Aid Officer

B.A., M.A., Appalachian State University; Additional Study, University of North Carolina, University of Missouri.

JAMES ORVILLE TERRELL (1945), M.A., Professor, Social Science

B.S., Western Carolina University; M.A., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, University of North Carolina.

SHIRLEY PUTMAN TONEY (1965), B.S., Instructor, A.A. Degree Nursing Program

R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; Additional Study, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., Assistant Professor, Religion, Social Science

Gardner-Webb College; B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

ALEX HAMES VAUGHN (1964), B.A., Director of Promotion; Assistant in Cultural Arts Program

Mars Hill College, Belmont Abbey College; B.A., Furman University.

FREDERIC AUSTIN WILKIE, JR. (1968), M.A., Instructor, English

A.B., University of North Carolina–Chapel Hill; M.A., University of Iowa; Additional Study, Purdue University.

WILLIAM HARRILL WITHROW, SR. (1969), Ph.D., Assistant Professor, Political Science, Geography

Wake Forest University; B.S., U. S. Naval Academy; Ph.D., University of North Carolina–Chapel Hill; Additional Study, Old Dominion College.

ALUMNI ASSOCIATION

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association. Each is invited to be an active member by making an annual contribution to the association (College).

Meetings—A general business meeting and banquet is held once each year during the College commencement. Officers and directors have business meetings the fourth Saturday in each quarter. Matters of business are attended to and directors and officers are elected. The president of the Association has the authority to call a special meeting at any time and place he may choose for the purpose of transacting any business pertaining to the work of the association.

Purpose—The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

Program—In addition to the meeting during commencement, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the Alumni, especially through the Annual Fund (Living Endowment).

OFFICERS AND DIRECTORS

OFFICERS

Mrs. Minna Bolling Rice, '38, President
Max Padgett, '50, Vice President
Mrs. Nancy Anthony Griffin, '53, Secretary-Treasurer

DIRECTORS

Mrs. Lucy Padgett Horne, '20
Charles Robert (Bob) Heffner, '52
Wriston Hartsell, '65
Bill H. Cline, '56
Henry L. Smith, '53
David F. Langford, '66

Mike E. Hawkins, '67
W. A. (Bill) Wallace, '53
Jack Gantt, '60

GARDNER-WEBB COLLEGE

Enrollment 1968-69

	Men	*Women*	*Total*
Sophomores	325	168	493
Freshmen	595	276	871
Specials	15	22	37
TOTALS	935	466	1401
1969 Summer Session	259	144	403
GRAND TOTAL	1194	610	1804

ROSTER OF GRADUATES

May 18, 1969

Associate in Arts

William Glenn Abrams, Jr.	Route 3, Box 2, Forest City
Reginald Keith Alexander	111 Country Club Drive, Kings Mountain
Elizabeth Creola Anderson	1820 Kings Road, Shelby
Linda Sue Austin	Route 2, Box 191-E, Lenoir
Mark Jonathan Austin	115 Green Valley Road, Greensboro
*Linda Carol Benfield	Route 3, Lawndale
Charles Douglas Benson	Route 4, Shelby
Kenneth Wayne Bishop	Route 2, Chesnee, S. C.
Ramona Roark Blanton	2839 Parkmont Road, Charlotte
Ray Daniel Bolick, Jr.	Route 5, Box 951, Hickory
James Cassels Boney, Jr.	406 Springwood Drive, Spartanburg, S. C.
Toney Stewart Boone	319 Martin Street, Shelby
James Thaxter Bost, Jr.	405 Foster Street, Burlington
George Michael Bradey	121 Oakleaf Drive, Landrum, S. C.
*Nancy Susan Broadway	5900 Plaza Road, Charlotte
William Kenneth Brock	Route 3, Forest City
Robert William Campbell	1400 Meadow Lane, Charlotte
Robert Charles Carpenter	Route 1, Shelby
Vera Juanita Carpenter	Route 2, Box 1032, Connelly Springs
*Beverly Ruth Cash	P. O. Box 181, Chesnee, S. C.
Donnalyn Holly Cathey	439 Hollis Road, Charlotte
Terry Glenn Coble	P. O. Box 135, Alamance
Carolyn Dianne Cooke	Route 3, Box 167, Vale
Mary Catherine Coon	Route 2, Lincolnton
Judy Kay Craig	124 Westbrook Road, Lenoir
Martha Jolene Crawford	Route 1, Box 106, Rutherfordton
Albert Poinsett Creasman, Jr.	128 S. Whitted Street, Hendersonville

**Honor Graduate*

Brenda Ann Crosby ..... Route 4, Shelby
Barbara Dianne Daniel ..... Route 2, Box 52, Forest City
Dennis Hugh Davis ..... Route 4, Shelby
Charles Wade Dellinger ..... Route 1, Cherryville
Perry Johnathan Dover ..... Route 1, Clover, S. C.
Clyde Howell Downs, Jr. ..... Route 4, Franklin
Arena Paulette Dunn ..... 9 Skyland Avenue, Greenville, S. C.
Peggy Shytle Eaker ..... Route 1, Lawndale
Catherine Marie Edwards ..... Box 960, Waynesville
Michael Dean Edwards ..... Route 2, Box 9, Shelby
Danny O'Brian Ellington ..... Route 1, Box 125, Belmont
James Alexander Estes ..... 385 South Sunset Ave., Sunnyvale, Calif.
Lynda Crowder Everett ..... 905 Parkwood Road, Shelby
Peter Ellison Fickling ..... 120 31st Avenue, N.E., Hickory
William Lon Ford ..... Box 381, Newland
*Hilda Patricia Fox ..... Route 2, Box 236, Mooresboro
Kathie Elaine Gibson ..... 82 Wesley Street, Canton
Timothy Howard Glenham ..... 2200 Floral Avenue, Charlotte
Mary Suzanne Gold ..... 818 Hampton Street, Shelby
Margaret Bridges Green ..... Route 5, Box 281, Shelby
*Marilyn Ruth Greene ..... 303 Clinton Street, Shelby
David Alexander Gregory ..... 617 Catawba, Road, Salisbury
Stephen Andrew Gregory ..... Route 1, Box 320, Smithfield
Janice Kathlene Hall ..... 2403 McLean Avenue, Gastonia
Michael Lee Hampton ..... 2307 Waterbury Street, Winston-Salem
Billy Fain Hamrick ..... 332 Grice Street, Shelby
Jane Carroll Hamrick ..... Route 3, Box 431, Shelby
Sheila Ann Harris ..... 3923 Robin Hood Road, Winston-Salem
Robert Brevard Hasty ..... 3719 McMillan Street, Charlotte
James Dwyre Hedrick ..... Box 15, Boiling Springs
*Carole Ann Hendrick ..... Route 5, Shelby
Leonard Stephen Hendrix ..... 4535 Old Town Drive, Winston-Salem
*Boyce Briscoe Hensley ..... Union Mills #2, Union Mills
William Franklin Hibbard ..... 3113 Commonwealth Avenue, Charlotte
Jerry William Hicks ..... Route 1, Mooresboro
Mary Colleen Horton ..... 1140 7th Avenue, S.W., Hickory
*Mary Esther Hudgins ..... 2801 Calvary Street, Gastonia
Sandra Kay Humphrey ..... Route 1, Box 70-A, Mount Pleasant
*Lala June Humphries ..... Box 535, Cliffside
*Linda Faye Hunt ..... 362 Grice Street, Shelby
Pamela Jean Hydecker ..... 59 Oak Drive, Cedar Grove, N. J.
Charles Roland Ibach, III ..... 3800 Bonwood Drive, Charlotte
Henry Richard Jackson ..... 210 Calhoun Street, Clover, S. C.
*Judy Ann Jackson ..... Box 306, Cliffside
Vickie Suzette Jackson ..... 233 Enwood Drive, Charlotte

Honor Graduate

James Larry Jenkins . . . . . 316 N. Raleigh Street, Wallace
Janet Lynn Johnson . . . . . 11 Johnson Drive, Canton
Robert Leonard Jolley . . . . . Box 139, 24 Reservoir Street, Cliffside
*Patricia Ann Jones . . . . . Route 2, Box 41-A, Shelby
Anne Mock Joyce . . . . . 2327 Lyndhurst Avenue, Winston-Salem
Rebecca Ann Justice . . . . . Route 7, Box 61, Shelby
*Lida Carolyn Kincaid . . . . . 1030 Connelly Springs Road, Lenoir
*Martha Adeline Kiser . . . . . 412 Martin Street, Shelby
Karen Dianne Ledford . . . . . General Delivery, Cramerton
*Betty Jane Lefler . . . . . 911 West Sumter Street, Shelby
Carolyn Claudette Long . . . . . 307 W. Delafield Avenue, Durham
Linda Lucckese . . . . . 5211 Montgomery Street, Springfield, Va.
Elizabeth Lee Martin . . . 18 Montgomery Road, Route 1, Westbrook, Maine
Harold James Mason, Jr. . . . . 1502 Central Drive, Kannapolis
Linda Susanne McGalliard . . . . . 160 Hillwood Drive, Lenoir
Jack Edward McGill, Jr. . . . . 515 Berkshire Drive, Statesville
Phyllis Tevepaugh McIntosh . . . . . 114 Kinderway Avenue, Charlotte
*Ruby Cash McKinney . . . . . Route 2, Box 253, Mooresboro
Otis Mull Meacham . . . . . 510 Lee Street, P. O. Box 909, Shelby
Andrew Jerry Miller . . . . . Route 2, Box 54, Morganton
William Ray Miller . . . . . Route 6, Box 673, Charlotte
Patricia Ann Mintz . . . . . Box 384, Grover
*Teddy Richard Monroe . . . . . 2400 Cherokee Avenue, Gaffney, S. C.
Thomas Calvin Moore . . . . . Box 127, Carlisle, S. C.
Charles Pressly Morrison . . . . . Route 8, Box 422, Statesville
Marilyn Dale Newton . . . . . 427 Crawford Street, Shelby
*Marion Bledsoe Nichols . . . . . 2010 Liberty Drive, Greensboro
Gary Thomas Norman . . . . . 1914 Independence Road, Greensboro
Linda Maria Paolella . . . . . 11 Tower Drive, Cedar Grove, N. J.
Susan Ann Pigford . . . . . Route 1, Willard
Alice Lee Pike . . . . . 2715 Pinedale Road, Greensboro
*Gloria Jean Poston . . . . . Box 792, Boiling Springs
Phillip Allen Prater . . . . . 401 Wilson Street, Batesburg, S. C.
Dorothy Elaine Ramsey . . . . . 632 Denning Place, Charlotte
Harvey Lee Rash, Jr. . . . . 1504 New Hope Church Road, Raleigh
Linda Anthony Raynor . . . . . Route 2, Box 155, Shelby
Lois Elaine Reel . . . . . Route 1, Denver
Kathy Lee Rhinehardt . . . . . Route 3, Box 296, Canton
Stewart Randolph Richey . . . . . Route 1, Box 169, Belmont
Bonnie Gail Rivenbark . . . . . Route 2, Wallace
Charles Anthony Rivers . . . . . 408 Kirk Street, China Grove
*Dennis Charles Roberts . . . . . 600 Corvair Lane, Shelby
Judy Ellen Rogers . . . . . 24 West Randolph Road, Shelby
Carol Beverly Rollins . . . . . 4 West Randolph Road, Shelby
Jerry Carver Ruppe . . . . . Route 4, Box 149, Rutherfordton

**Honor Graduate*

*Sue Anne Sandifer	Boiling Springs
Jerry Lee Simpson	2029 Walker Avenue, Greensboro
Nancy Rebecca Simpson	914 South Rowan Avenue, Spencer
Dan Edward Snyder	Route 5, Box 538, Hickory
Edward Riner Solomon	1221 N. Main Street, Kannapolis
Joseph Martin Southards	Route 2, Lawndale
Carolyn Raye Spangler	Box 141, Lattimore
Annette Christine Spence	1000 Greenwich Street, Raleigh
*Mabel Diane Stewart	Route 2, Box 330, Newton
Donald Mitchell Stiles	Route 1, Murphy
Carolyn Lee Stone	3000 Sparrows Point Road, Baltimore, Md.
Thurman Buie Stone, Jr.	144 Scottsmoor Drive, Charlotte
Charlie Roger Stutts	Route 1, Box 70, Seagrove
Clyde Thomas Sudderth, Jr.	103 Howell Place, Greensboro
*Wanda Ellen Suddreth	6901 Old Mt. Holly Road, Charlotte
Camilla Belle Taylor	Route 1, Box 240-A, Granite Falls
*Larry Joe Thomas	Route 3, Box 100, Wake Forest
Sandra Elaine Thorne	308 Power Street, Spindale
Michael David Valentine	Route 8, Box 103E, Charlotte
William Richard Ward	56 Oakmont Drive, Canton
Stephen Terry Ware	Route 8, Shelby
*Sheila Lynn Warlick	Route 3, Lawndale
Lydia Theresa Weaver	Route 2, Box 66, Shelby
*David Vernon Webb	Route 8, Box 289, Shelby
Sandra Lea Webster	2800 Old Cherry Point Road, New Bern
Janet Mae Whisnant	1022 Macon Street, Asheboro
Brenda Joyce Whitley	Route 3, Shelby
Robert Ted Williams	Route 7, Box 303, Statesville
Stephen Edgar Williams	Box 762, Gaffney, S. C.
Wanda Lynn Willis	232 Chestnut Street, Shelby
Marilyn Wilson	2621 Idlewood Circle, Charlotte
James Ronald Wright	710 Third Street, Shelby
Wilson Drayton Wright	306 Alabama Street, Spindale
William Francis Yelton, III	835 Austin Lane, Winston-Salem

**Honor Graduate*

Men	72
Women	79
TOTAL	151

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Gardner-Webb College



GARDNER-WEBB COLLEGE CATALOG 1970-1971

THE COLLEGE RESERVES THE RIGHT TO MAKE NECESSARY CHANGES WITHOUT FURTHER NOTICE.

VOLUME 17



Welcome to Gardner-Webb College

The choice of a college is a difficult task, and because there are as many philosophies of education and programs of instructions as there are colleges and universities, no meaningful categorization of these institutions is possible.

We do welcome you to Gardner-Webb and hope you will find in this book a real understanding of what it is like to live and study at Gardner-Webb.

Remember, when you join a college community, that you commit yourself into a cooperative relationship which not only exerts influence on your development for a specific number of years, but, indeed, throughout your life.

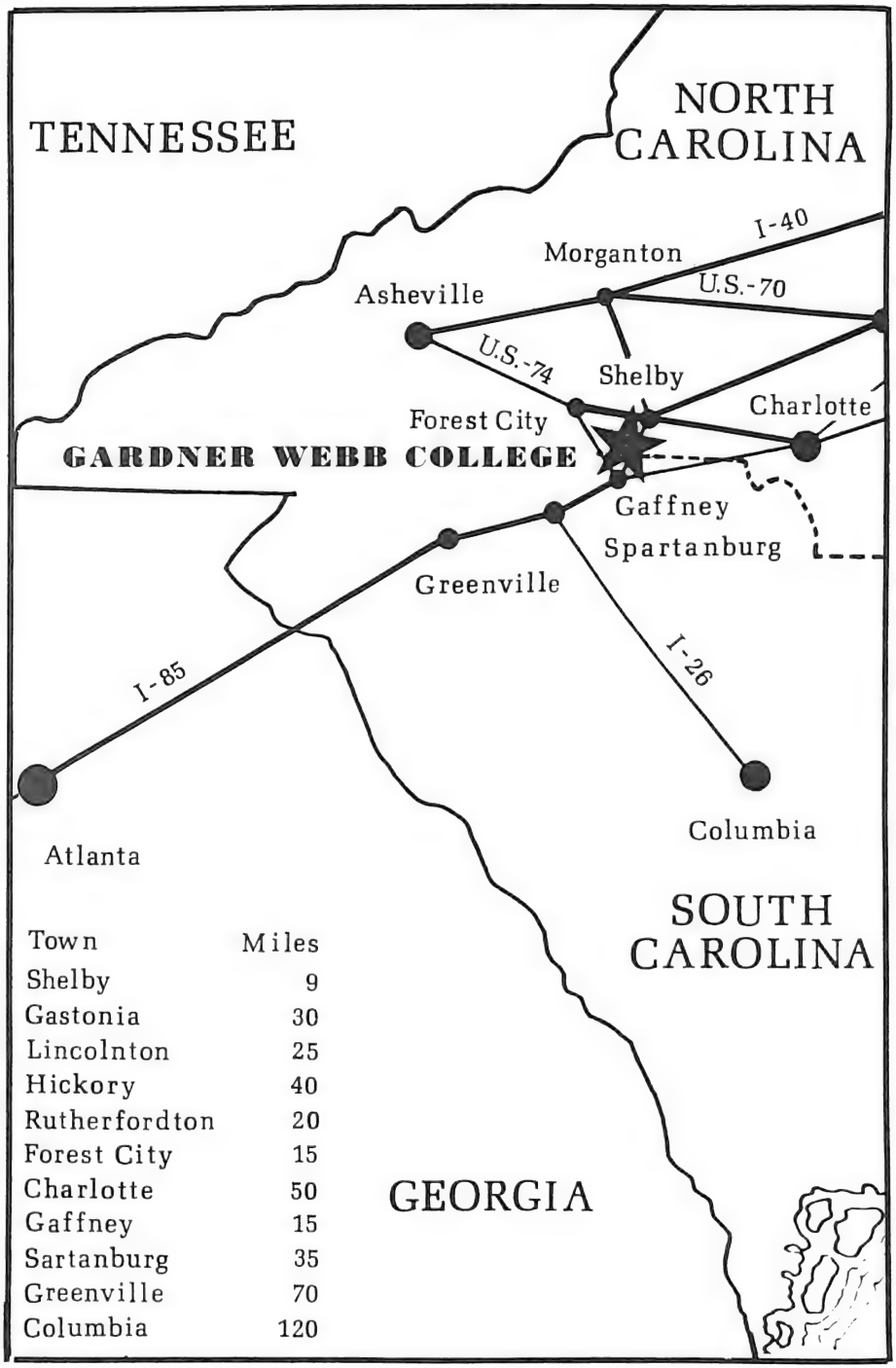
There is no better way to make a decision about a college or university than visiting the college or university when it is in session. The character of the institution is expressed through its students, its classes, the faculty and administration. Your reaction to these elements will help you in your decision.

We hope you will want to attend a college in which you will be recognized as an individual. Gardner-Webb is a friendly place with a special concern for individuals. You are not a data processing number but an important part of a community, known by your professors, fellow students, and administrators.

Academically sound, fully accredited, with a pleasant social and cultural environment, Gardner-Webb is located in one of the nation's fastest growing areas and has in its student body a large cross-section of students from across the country and from foreign countries.

Visit us, read this book, and if you feel a Christian college with a well rounded program of studies, athletic, social and cultural activities is the place for you, we will look forward to having you join us.

Dr. Eugene Poston



Town	Miles
Shelby	9
Gastonia	30
Lincolnton	25
Hickory	40
Rutherfordton	20
Forest City	15
Charlotte	50
Gaffney	15
Sartanburg	35
Greenville	70
Columbia	120



Statement of Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. We propose to accomplish our purpose by:

1. Giving a limited number of majors which can be financed properly.
2. Offering pre-professional programs within the range of the purpose and means of the college.
3. Continuing the Associate in Arts Degree in Nursing and Business Education as long as they seem feasible.
4. Discovering the needs of the larger community which will include growing junior colleges and striving to put into effect a program that will contribute to the educational, spiritual, cultural, and economic development of this larger community.

GARDNER-WEBB COLLEGE
Charter 1905
Accreditation

is a fully accredited member of the Southern Association of Colleges and Schools. The college has been accredited since 1948. The Junior year will be started in the fall of 1969 and the Senior year in the fall of 1970.

In this period of challenge and change, the College is striving to develop strong programs in all fields of study, which will enable the students to meet the demands of tomorrow's society.

Gardner-Webb is also a member of, and fully accredited by, the North Carolina Association of Colleges and Universities. It is accredited by the North Carolina Board of Higher Education and is authorized by the immigration authorities of the United States for the training of foreign students.
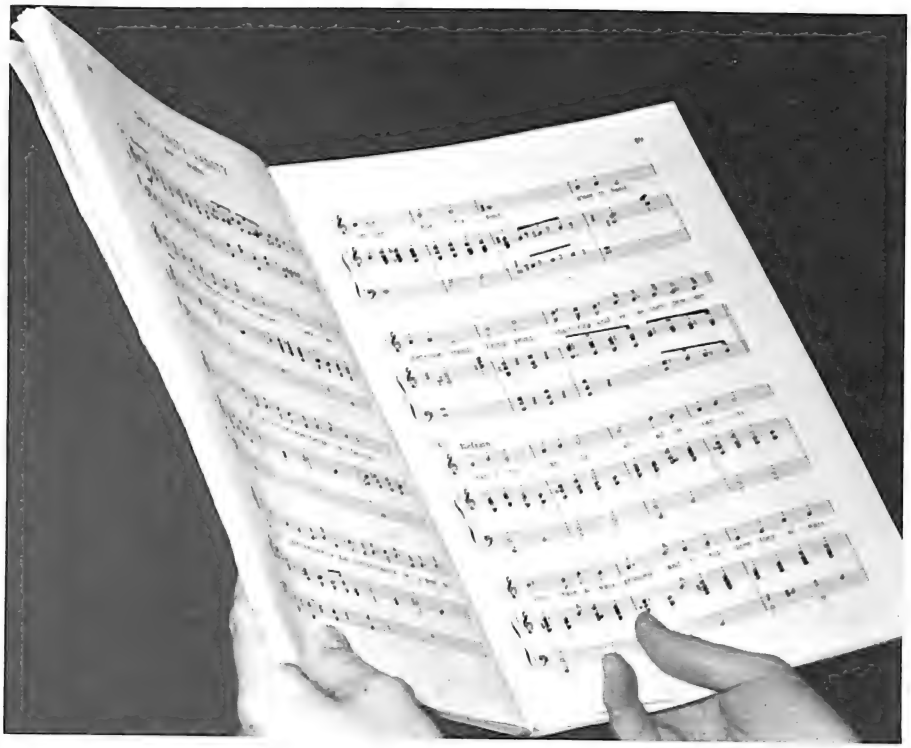
The United States is divided educationally into convenient regions of accreditation. The individual college, when it meets minimum standards, is accredited by its regional association. Ordinarily accreditation by the regional associations is, by courtesy, accreditation by all regional associations. That is, a person may transfer with ease from one accredited college in any other part of the United States. In addition to regional agencies, each state has its own College Conference which follows fairly closely, sometimes more rigidly, the accrediting policies of the regional association.

History

Since shortly after the Civil War, the Baptists of West- Central North Carolina have shown an unusual interest in education. Gardner-Webb College is the product of that interest. As early as 1903 the idea of establishing a high school "where the young . . . could have the best possible educational advantage under distinctive Christian influence" was firmly fixed in the minds of the people of the Kings Mountain Baptist Association. By 1905 Boiling Springs was selected as the location of such a school, and the Sandy Run Association had joined enthusiastically with the Kings Mountain group in the determination to build it. The trustees from the two associations held their first joint meeting at Boiling Springs on October 27, 1905. The school was chartered on December 2, 1905, as The Boiling Springs High School, Incorporated.

In 1907, construction work on the main building (Huggins-Curtis Hall), was started, and the cornerstones, one for the Kings Mountain Association, and one for the Sandy Run, were laid in June. In May of the same year Mr. J. D. Huggins was elected as the school's first principal. The Boiling Springs High School operated under the leadership of J. D. Huggins, F. A. Brown, J. M. Hamrick, and W. J. Francis until 1928. On the second day of May, 1928, Boiling Springs High School closed its twenty-first year of work and its last as a high school. Thousands of students had enrolled in the school; five hundred eighty-eight had graduated.

On the third day of September, 1928, Boiling Springs Junior College opened for its first session with the Reverend James Blaine Davis as its president. President Davis resigned early in 1930, his resignation to become effective on May 20. On the fifth of May, Dr. Zeno Wall, pastor of the First Baptist Church of Shelby, North Carolina, was elected temporary president and on May 21, 1930, he assumed the presidency, a position he occupied without pay. On March 23, 1932, the press carried an announcement of the appointment of the Reverend J. L. Jenkins, pastor of Boiling Springs Baptist Church, to the presidency of the College, succeeding Dr. Wall—a position the Reverend Mr. Jenkins was to assume late in May or early June. On March 7, 1935, President Jenkins submitted his resignation, and A. C. Lovelace became president, only to resign in April of 1936. The college had no president through most of the summer of 1936, but late in August, George Jackson Burnett of Marshall, Texas, accepted the presidency. President Burnett served until March 1, 1939, with former President Jenkins serving out the remainder of the academic year. On May 5, 1939, the trustees elected the Reverend John R. Cantrell as president. Under his administration a campus beautification project was begun. The gymnasium was veneered with native stone, and by 1940 the E. B. Hamrick Building, which had been burned, was under construction. This building had been erected after the First World War as a memorial to the young men from this section of the state who had given their lives in the cause of freedom. But on April 16, 1943, President Cantrell resigned effective June 1.



Two significant things in the life of the College occurred in 1942—Governor O. Max Gardner began to devote his energies, time, and wealth to guiding and strengthening the College; and the name of the College was changed to Gardner-Webb College, in honor of the late O. Max Gardner, Sr., and his late wife, Mrs. Fay Webb Gardner, and their families.

In July of the next year, 1943, another significant event in the history of the school occurred. Philip Lovin Elliott came to Gardner-Webb as its president, bringing with him a community-service concept of education that has made Gardner-Webb distinctive among liberal arts colleges. In 1946 the College was admitted to the Baptist family of colleges of North Carolina on the condition that by November, 1948, the friends of the institution raise, in addition to $750,000 for a plant, $250,000 for endowment. These conditions were satisfactorily and completely met. Also, in 1948 the College achieved the goal of attaining the highest accreditation within its reach—full and unqualified membership in the Southern Association of Colleges and Schools. President Elliott came to a school with a small enrollment; he left it with over 500 students. He came to a college with a few buildings; at the time of his announced retirement in November of 1960 the college property was valued at $3,000,000.

The Decade of Advance 1961-1971

Between President Elliott's announced retirement and his death on April 14, 1961, the Trustees of Gardner-Webb elected E. Eugene Poston to succeed Dr. Elliott. On April 18, 1961, President-elect Poston assumed the presidential responsibilities. In 1961 Dr. Poston announced his Decade of Advance, 1961-1971, which is designed to make Gardner-Webb a fully equipped senior college with an enrollment of 1000 by 1971. On April 16, 1962, Dr. Poston was inaugurated eighth president of Gardner-Webb College. Under his leadership the already accredited college went through a thorough Self-Study in which its accreditation was reaffirmed and improved by the Southern Association of Colleges and Schools.

President Poston presented the following Vision For The Future to the Trustees and Advisors during their meeting in November, 1963, that we endeavor to accomplish the following things by the end of 1971.

1. Enroll a student body of 1,000 students.
2. Build a faculty of 75 members.
3. Reach an endowment of $3,000,000.
4. Build the following buildings:
    a. Chapel-Auditorium
    b. Campus Center
    c. Fine Arts Building
    d. Two Classroom Buildings
    e. Four Dormitories
    f. An Athletic Stadium
5. Reach the rank of senior college.

The College is far ahead of schedule on all the above programs.

Presidents

James Blaine Davis	1928-30
Zeno Wall	1930-32
James L. Jenkins	1932-35
A. C. Lovelace	1935-36
George J. Burnett	1936-39
J. R. Cantrell	1939-43
Philip Lovin Elliott	1943-61
E. Eugene Poston	1961

The Nature

1. Gardner-Webb College is a Christian college, owned and operated by the Baptist State Convention of North Carolina. We believe that a Christian college must be made up of Christian trustees, Christian administrators, Christian teachers and staff, and students who deliberately choose Gardner-Webb because of the distinct Christian atmosphere. The entire program is conceived as an adventure in quality values. To this end our Admissions Committee is motivated in the selection of students. Those who teach here are selected and retained on the basis of their unquestioned moral excellence, their proficiency in scholarship, their love for youth, and their desire to produce men and women of distinction and quality.
2. Gardner-Webb is becoming an average-sized senior college. We believe that there is a vital and indispensable place for such an institution in our educational system. Its close-knit social life, the vital touch between teacher and pupil, the freedom, the comradeship in study, the economy of its charges, and the vital interest in individual problems which emerge in the search for and discovery of human values are among its advantages.
3. Gardner-Webb is an average-sized institution. It has been built deliberately for a student body of approximately 700 boarding students and 500 day students. However, because of the press of numbers for the decade 1962-1972 we are planning for an increase of approximately forty students per year.

Residential Buildings

Approximately 1,200 acres of land and thirty-three buildings comprise the physical equipment of the College. The campus proper, a hundred thirty-seven acre tract of rolling land dotted with a variety of lovely trees, furnishes the location for the various buildings.

THE JAMES WEBB GARDNER MEMORIAL DORMITORY: (DECKER HALL) This three story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 134 men. In the attic is sufficient space to entertain visiting teams as well as space for a play room. This building is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

THE LUTZ-YELTON HALL: This new three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This building, completed in 1963, is impressive as it occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the road from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and the stockholders.

MAUNEY HALL: This residence houses 112 men students. This new four story solid masonry building, completed in August of 1965, is equipped with individual thermostats to control heat. It is located adjacent to the Lutz-Yelton Residence Hall and across the road from the Spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

THE HOEY-ANTHONY-PADGETT-YOUNG DORMITORY: The central section of this dormitory was constructed in 1946. The east and west wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate young women.

THE STROUP DORMITORY: First used during the year 1956-57, the Stroup Dormitory provides living space for one hundred girls. It is a three-story, fireproof, brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

MYERS HALL: Named in honor of Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist, the building was completed in 1967. This residence houses 64 men students. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted and each room has built-in furniture. It has a fully furnished lounge. Adjacent to the lounge is a two room furnished apartment for the counselor. Mr. Myers has been a friend to Gardner-Webb College over the years.

NANNEY HALL: Completed in 1967, this residence houses 64 women students. It is a two story solid masonry building equipped with individual thermostats for heat and air-conditioning. Fully carpeted, each room has built-in furniture. The building has a fully furnished lounge, and adjacent to the lounge is a two room furnished apartment for the counselor. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

NEW DORMITORY FOR MEN: As yet unnamed, it is a residence for 96 men students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted and each room has built-in furniture. It has a fully furnished lounge, with an apartment for the counselor adjacent to the lounge.

APARTMENTS: The College owns five duplex apartments and four trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

THE WASHBURN MEMORIAL BUILDING: A brick structure erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library, but is now being used as a residence.



Administrative and Classroom Buildings

THE E. B. HAMRICK BUILDING: Dedicated in 1943, contains the foreign language laboratory, classrooms, auditorium, recording booth, the Data Processing Department, and a two manual Pilcher pipe organ. The auditorium was lighted for dramatics in the summer of 1962. It is named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. This building has been sandblasted and the white paint removed so that it now blends in with the rest of the campus.

THE JOHN R. DOVER MEMORIAL LIBRARY: Completed during the year 1951 and air-conditioned in 1962, has ample study space for the students and shelf space for more than 50,000 volumes. The main floor of the library contains a large reading and reference area, book stacks, librarians' offices, and two rooms for special collections. The basement floor houses periodicals, reading rooms, and the receiving and processing departments.

The library at Gardner-Webb College is a colleague of the classroom. It is recognized as an indispensable factor in the education of young men and women of today. The book collection now contains over 40,000 volumes of books and bound periodicals chosen to support the College's curriculum, with special reference to the needs and interests of the students. Nearly 10,000 volumes were added during the preceding year. The library subscribes to more than 350 periodicals and to several local and national newspapers. *The New York Times* is received on microfilm.

The library also contains the following special book collections: The North Carolina Collection, the Thomas Dixon Collection, the R. C. Campbell Collection, the C. J. Black Collection, the F. A. Bower Collection, the Margaret Anderson Collection, and Dr. Zeno Wall Collection. Gifts of books, as well as of money, have contributed greatly toward the development of the library.

THE BOST PHYSICAL EDUCATION BUILDING AND SWIMMING POOL: Named in honor of Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect for the development of strong healthy bodies. It contains one classroom, first aid room, lockers, rest rooms, showers, team rooms, and swimming pool. As Gardner-Webb is a Community College in the highest sense, this building gives excellent opportunity for our community recreation program and for encampments and various other group programs of the denomination. The pool is constructed for year round use.

THE O. MAX GARDNER MEMORIAL FINE ARTS CENTER: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native

county. On the first floor the building contains a band room, music studios, practice rooms, and Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

THE SUTTLE TENNIS COURTS: Named in honor of Mr. and Mrs. J. L. Suttle, Jr. and in memory of Mr. J. L. Suttle, Sr. of Shelby, they are located on the west side of the Bost Physical Education Building. These four courts, constructed of asphalt and fenced in 1960, were provided at a cost of $10,000. Near constant use is made of them during days of favorable weather and during the spring the college's tenins team hosts its matches on them.

THE WEBB ADMINISTRATION BUILDING: Completed in the fall of 1960, it houses the administrative offices including president, dean, registrar, business manager, and public relations. It also contains offices for church-community, student procurement, and development, and has a conference room, a mimeograph and storage room. The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents and great grandparents. It was given by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner, during her lifetime, continued the work that her late husband loved—the promotion of Gardner-Webb College.

THE A. T. WITHROW SCIENCE BUILDING: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, it has facilities for biology, chemistry, physics, mathematics, psychology, mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory. This building is fully equipped and is second to no other junior college science building.

THE CHARLES I. DOVER CAMPUS CENTER: Completed in 1966, it is named in honor of Mr. Charles I. Dover of Shelby, a benefactor of the college. The building contains a new cafeteria, a private dining room, a recreation area, post office, bookstore, snack shop, publications center, student government offices, faculty offices, and a day student lounge. The lounge is furnished in honor of Mrs. Charles I. Dover.

THE ERNEST W. SPANGLER MEMORIAL STADIUM: Completed in 1966, it includes a football stadium, a track, and a fully equipped field house which will serve as a teaching station. It is named in memory of Mr. E. W. Spangler, a former businessman of Shelby, and in honor of his widow, Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N. C.

THE DAVID LINDSAY CLASSROOM BUILDING: This three story building was completed in early 1967 at a cost of approximately $275,000. It is air-conditioned. This building was made possible by David and Winfred Hubert Lindsay of Rutherfordton and will be known as the David Lindsay Classroom Building.

WEBB-KNOLL: The new home for the President of the College is a gift from the O. Max Gardner Foundation, Inc. of Shelby in honor of the late Mrs. Faye Webb Gardner. Originally constructed by the Paul Porters, the 5,000 square foot home is on a three-acre site in the River Bend Acres development between Shelby and Boiling Springs. There are five bedrooms, three and one-half baths, complete carpeting throughout, air-conditioning, humidity control, and other features which make the home comfortable. Interior decoration was by Mr. Boyce Grindstaff of Grindstaff's in Forest City. The home was occupied in the fall of 1968 by the President and his family.

ALUMNI HOUSE: The former President's Home, erected in 1947, has been converted into the Alumni House. The first floor has offices for the Alumni Director, and the second floor is used for guest rooms.

Personal Service

Gardner-Webb is a small and friendly community, much like the communities from which most of her students come. A student should soon feel at home as he is greeted by a warm "hello" from fellow students, faculty, and staff. The College encourages this community spirit as a distinct feature of the educational program.

To aid the student during his stay at Gardner-Webb and in the hope that his growth and development needs are met more adequately, the College provides the following services and activities:

The College furnishes all rooms in the dormitories with single beds, dressers, chairs, and desks. Students are permitted the use of a radio, and other electrical appliances as indicated in THE PORTHOLE. Each student is expected to provide his own pillows, blankets, and for each room wastebaskets, broom, dust mop, and dust pan. The College offers a linen service for a very reasonable charge. Any student who wishes to provide is allowed to have curtains, floor or desk lamps, and other personal articles. Irons may be used only at designated places. Television sets are provided in the parlors of some of the dormitories and are permitted in individual dormitory rooms.

Laundry and Dry Cleaning

Two modern dry cleaning plants are near the campus and serve the needs of the students. There is a self-service laundry and dry cleaning plant in Boiling Springs.

The College operates vending services, post office, recreation area, and bookstore in the Charles I. Dover campus center for the convenience of the students.

Bookstore

Here the students may get their textbooks and other classroom supplies, which must be paid for at the time of purchase.

Messages and Mail

Gardner-Webb has a telephone service with a private exchange as well as several pay stations. Telegraph messages intended for persons at the College, should be sent to Shelby and will be telephoned to Gardner-Webb.

Mail arrives over star route twice daily.

Health

A sound body is a valuable asset and requisite to effective study. The College does everything in its power to insure the best possible development of each student and to maintain his general health.

Meals are served in the cafeteria by the Slater Company, nationally known caterers of Philadelphia. These services have received complete approval by the students.

Please refer to the Student Handbook for the list of medical services to which each student is entitled.

Guidance and Counseling

The Guidance and Counseling Office is maintained by the College in keeping with its avowed purpose of developing self-determining students who will follow the Christian way of life in their chosen vocations. This office assists each student in making the best possible adjustment to college life.

Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of his academic and vocational interests and personal compatibility. The adviser meets with his assigned students in group sessions and in individual conferences. The student is advised concerning his program of study and may discuss his vocational plans and personal problems with his adviser if he desires. The faculty adviser may become a friend with whom the student may share his problems in every area of life in confidence.

The Guidance and Counseling Office maintains student personnel files for the benefit of both advisers and students. The Director of Guidance and Counseling works in close cooperation with the Student Government Association, Faculty, and College Administration in handling student problems as they may arise. An expanding library of career information and college orientation materials is located in the Guidance and Counseling Office.

Students are encouraged to take advantage of all facilities made available by the Office for their college training and vocational choices.

A testing program including aptitude, achievement, vocational, and personality tests is administered by the Guidance and Counseling Office. These tests supplement the Scholastic Aptitude Test (usually administered in high schools under the auspices of the College Entrance Examination Board), which is required of each entering student. A battery of orientation tests is taken by each freshman before entering Gardner-Webb College. Prospective freshmen are invited to the campus for two days at various times during the summer to take these tests. Other arrangements are made for those attending the Summer Session or entering in January. Through this program the Faculty and Administration obtain a picture of the student's previous academic achievement, his non-academic background, and his outstanding areas of need. All test results are treated in a confidential manner.

Orientation

The orientation period is a varied phase of the college guidance program. During the first week of school students will follow a carefully planned program of orientation and registration. First year students are expected to come to the campus on the day suggested by the college authorities. During orientation week each student is expected to meet the various requirements set forth by the Department of Counseling and take placement or other tests deemed advisable by the other departments of the college. This period of orientation includes a well-balanced program of social activities.

No student has completed his registration until he has met the requirements outlined in the orientation and testing schedule.

The ideal of college life is that of a well-ordered Christian home, where each individual may have as much freedom as is consistent with the well-being of the group. The small college is well suited to achieve this ideal, and to this end students are granted many privileges here which could not be allowed at a larger school. Since it is our belief that growth in character comes only through the development of self-direction and self-control, rules and regulations are reduced to a minimum and are made or amended as may seem necessary for the good of the individual and the group. The responsibility for making and enforcing these rules and regulations rests jointly on faculty, staff, and students. For several years the College has had a system of student-faculty government, and all major problems of conduct are passed by the student judicial board. Serious cases are reviewed by the executive committee of the faculty.

STUDENT LIFE

College Government Association

By enrolling in Gardner-Webb College, one automatically becomes a member of the College Government Association. The purpose of this organization is defined in its constitution: "to afford students an opportunity to learn and observe the rules of community living, to promote responsibility, self-control, and loyalty, to keep all social life on the campus on a high plane and to have it always in harmony with Christian living."

The students' handbook, "The Porthole," containing the regulations of the Association, is distributed annually. During Orientation Week members of the Student Government Association assist the new students in understanding the regulations as set forth in the handbook. Dormitory House meetings are held periodically to review the regulations.

Any serious disciplinary measure involving probation, suspension, or expulsion is first tried by the Judicial Board of the College Government Association. Afterward it is reviewed by the Executive Committee of the faculty, which has the power to approve or veto the student decision, or to impose any other penalty.

Student Publications

THE WEB is published monthly except January and August for alumni and friends of the College. This publication is made available, at intervals, to students while they are at Gardner-Webb.

THE ANCHOR is the College yearbook, edited by the students under the supervision of a faculty adviser.

THE PORTHOLE is the student handbook, and guides the new student in making his adjustment to college life.

THE PILOT is the College newspaper, published monthly by the students under administrative supervision.

ONE LITTLE CANDLE is the College Literary Magazine. Members of the student body, faculty, staff, administration, and interested area persons are invited to contribute to the book which won a grant from the N. C. Art Council in its first year of existence.

Student Organizations

Recognize that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College. Many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

No secret societies are allowed among the students, and no organization is permitted unless approved by the administration.

Religious Activities

Conduct at Gardner-Webb is based upon the practical expression of the Christ-life. The positive aspect of the Christian experience is stressed above the negative. It is assumed that each student will find his place in the religious life of the campus and community without coercion except through the inner urge of his own soul. A spiritual atmosphere is created by the friendly association of students and faculty. The student religious organizations are similar to those in an average church and community. It is the opinion of the administration that the religious opportunities are as valuable a part of the curriculum of the College as English or biology.

THE LOCAL BAPTIST CHURCH: Each Baptist student is urged to transfer his church letter to a local Baptist church. Students of other denominations are invited to become identified with the fellowship and training of the local Baptist church if the church of their choice is not accessible. This tie with the local church opens many avenues for social and spiritual fellowship.

THE METHODIST CHURCH: A Methodist church was organized in Boiling Springs in 1957, and a new building has been constructed. Methodist students are invited to become members and attend services of this church. A very active Sunday School program is provided.

There are churches of other denominations in Shelby. Gardner-Webb works closely with these churches to encourage all students to remain active in their faith while attending Gardner-Webb.



SUNDAY SCHOOL: The local Baptist church provides a well-organized Sunday School into which the college students fit as members of the community. Membership in a class is urged upon all students, but they are not required to join the Sunday School or any other organization or group on the campus.

BAPTIST TRAINING UNION: The Training Union, also an integral part of the local Baptist church, has for its aim, "training in church membership." It attempts to enlist all students.

THE YOUNG WOMEN'S AUXILIARY OF W.M.U.: The Young Woman's Auxiliary, commonly referred to as the Y. W. A. and a part of the Woman's Missionary Union, enlists the young women of the College in mission study and actual service in local missions. The members are led to see the meaning of missions and to have a compassion for a world without Christ. All the girls who reside in the residences are invited to join the Y. W. A. by joining a circle, usually composed of those who live in the same hall.

FELLOWSHIP OF CHRISTIANS UNITED FOR SERVICE: This group is composed of men and women who are volunteers for full-time Christian service. They are Christians, interested in becoming better workmen for God in their chosen field. The bi-weekly programs cover various topics of interest to vocational Christian workers. Service teams visit churches in the surrounding area nearly every week to conduct special youth services. Opportunities for preaching, teaching classes, giving testimonials, playing instruments, singing solos are available.

THE MINISTERIAL CONFERENCE: Those students who are pastors or are planning to follow this vocation are eligible for membership in this conference. Programs directed to the needs of the pastor and his work are held bi-weekly. Members participate in a daily devotional program on a local radio station, and have services in the local jail. Other service and training is derived through surveys conducted for churches in the local area. Opportunities for preaching are presented by the surrounding churches.

THE BAPTIST STUDENT UNION: The student who aligns himself with the local church or with any of its organizations automatically becomes a member of the Baptist Student Union. The activities of these organizations are directed by the Executive Council of the Baptist Student Union (known as the B.S.U.). The Council is composed of the general officers of the B.S.U. and the representatives of the unit organizations, such as Sunday School Training Unions. Y.W.A. groups, Volunteer Band, and Ministerial group. The Greater Council is composed of the Executive Council plus the roster of officers of the unit organizations. The Director, local pastor and a faculty adviser serve as Counselors for the B.S.U. The B.S.U. Executive Council meets one Tuesday evening a month to plan the various activities for which it is responsible.

Many activities are sponsored by the Baptist Student Union. The B.S.U. Choir is an excellent group which is often invited by area churches to perform. The B.S.U. also sponsors weekend movies. Morning Watch is conducted each morning and Vespers are held at 6:15 P.M. in the E. B. Hamrick Auditorium. Prayer Breakfast is held each Thursday morning in the faculty dining room.

THE METHODIST STUDENT MOVEMENT: The Gardner-Webb Methodist Student Movement was developed to meet the needs and interests of Methodist students. The organization, affiliated with the Boiling Springs Methodist church, is assisted by the church's pastor. The M.S.M. meets twice a month presenting group and panel discussions evolving around topics of timely interest.

The faculty and students meet each Tuesday for chapel. Each student is required to attend. This is a distinctly religious service. Speakers do not always deal directly with the subject of religion; rather, the Christian frame of reference is brought to bear on a variety of subjects such as social, civic, and moral problems. This is in keeping with the purpose of the College to develop students morally and socially as well as academically.

Policies on attendance and absences are written in *The Porthole.*

Athletic Program

The College sponsors intercollegiate Football, Basketball, Baseball, Tennis, Golf, and Track. Gardner-Webb will begin competition this year with senior colleges and plans entrance into a national association in the near future.

The college is an associate member of the National Association of Intercollegiate Athletics.

GENERAL STATEMENT: Because economic conditions fluctuate, the College reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

PAYMENT OF ACCOUNT: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The College Aid Plan. This plan is made available solely as a convenience and is optional.



FINANCES

CHARGES: Support through the Baptist State Convention of North Carolina, the North Carolina Foundation of Church-Related Colleges, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the College to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

	Per Semester
Tuition	$500.00
Board	225.00
Room Rent:	
Air-Conditioned	187.50
Regular	137.50
Activities Fee	50.00
Student Union Fee	7.50
Out-of-state Fee	65.00

Special students who take less than 12 hours will be charged $35.00 per semester hour. For further information contact the Dean of Instruction.

Special students may audit credit courses for one-half the regular charge.

The Activities Fee, among other things, specifically pays for such items as accident insurance, admission to all home athletic contests, student publications, college yearbook and health services as stated in the *Porthole*.

OTHER CHARGES:

Application fee (non-refundable)	$15.00
Key Deposit (refunded when returned)	2.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Vehicle Registration	10.00
Transcripts (first copy is free)	1.00 each
Traffic Fines: (See Parking Regulations Handbook)	

ADVANCE DEPOSITS: Within two weeks after letter of acceptance, each applicant must send to the Admissions Office advance payment of $50.00 to reserve a place in the College.

For the residence hall student an additional $50.00 must be paid to reserve a room in the dormitory.

After May 1st all advance payments are not refundable.

For male students residing in the dormitory, $25.00 of advance payment will be designated a dormitory damage deposit. All students are held responsible for any damage to buildings or grounds due to misuse or abuse. This deposit or any part not used will be refunded within 30 days of graduation or withdrawal.

All advance payments, (except $25.00 dormitory damage deposit) will be credited toward first semester charges once the student has enrolled for classes.

REFUND POLICY: The size of the faculty and staff and other commitments of the College are based upon the enrollment at the beginning of the semester, the Fees collected are used to meet these commitments, most of which continue throughout the year. **Registration in the College is considered a contract binding the students and his parents for charges for the entire semester.**

Charges for tuition and room rent are not refundable. No refund will be made in case of suspension or expulsion. No refund on board during last four weeks of a term. However, students who do not remain for the full semester will receive a refund for board on a pro-rata basis.

SPECIAL FEES:	*Per Semester*
MUSIC—Piano or Voice (Private)	
Two lessons per week	$ 90.00
One lesson per week	50.00
ORGAN (Private)	
Two lessons per week	125.00
One lesson per week	70.00
DATA PROCESSING	100.00
ART	30.00
TYPING AND BUSINESS MACHINES	7.50
BIOLOGY, CHEMISTRY AND PHYSICS LABORATORY	7.50
PHYSICAL EDUCATION	7.50

SUMMER SESSION: A bulletin of the Summer Session is published in the Spring of each year and may be obtained by writing to the Admissions Officer, P. O. Box 897, Boiling Springs, N. C. 28017.

Regulations

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Regular inspections are made of all rooms. Students who do not conform to regulations for neatness and order may be penalized by discipline and/or a fine or may be asked to withdraw from school.

Residence Hall

Dormitories will open prior to the first day of registration of each semester. The dormitories will be closed at noon on the first day of the Christmas holidays and will reopen at noon on the last day of the Christmas holidays. The dormitories will close at noon the day after Commencement Day. Students who arrive before or remain after designated time will be charged an extra fee of $1.00 per day.

Personal Expenses

The student bank, situated in the Business Office will aid students in taking care of their funds for personal use. Such funds are not a part of the college fees and the arrangement is only for the personal convenience of the student. Students are advised not to keep money on their persons or in their rooms. Personal checks may be cashed in the Business Office. Any check returned for non-payment results in a $5.00 service fee.

Students should bring with them sufficient funds and other supplies, as these are not charged on college bills. Books and supplies will cost approximately $50.00 to $75.00 per semester. These are to be paid for in cash at the time of purchase.

No student will be permitted to take final examinations or permitted to remain in school if his account is in arrears unless satisfactory arrangements can be made with the Business Manager or Financial Aid Officer.

SCHOLARSHIPS AND STUDENT AID, LOAN FUNDS AND STUDENT EMPLOYMENT

Procedures for Applying for Scholarships and Student Aid Plans

Gardner-Webb College is particularly concerned to see that no able student is denied admission solely because of financial need. Scholarship and loan funds have been established to meet the need in such cases. Financial aid is based on three major areas of consideration: Scholastic Ability, Financial Need, and Leadership Potential. Approximately thirty-five percent of students enrolled at Gardner-Webb obtain some type of financial aid through the college.

Applicants who know that they will experience difficulty in financing their education may write to the FINANCIAL AID OFFICE in request of a Financial Aid Application. A standard application is completed for all types of financial aid and a copy of the Confidential Statement of the College Scholarship Service must supplement the Financial Aid Application. CSS forms may be obtained from high school guidance counselors, Gardner-

Webb College, or from the College Scholarship Service of Princeton, New Jersey. Gardner-Webb is a member of the College Scholarship Service and the Southern Scholarship Group. The college subscribes to the eight basic principles of financial aid as approved by these groups. A brochure is available upon request.

1. Application for admission to the college should be filed with the Director of Admissions.
2. Application for a scholarship and/or other financial aid plan should be filed with the Financial Aid Officer. (Both of these applications may be filed at the same time.)
3. Applicants must arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents special arrangements may be made upon written request showing evidence of hardships connected with travel to the campus.
4. Announcement of awards will be made in early summer.
5. A parent's Confidential Statement is to be filled out for each scholarship or loan. This form may be obtained from your high school guidance office or by writing College Scholarship Service, Box 176, Princeton, New Jersey.

Scholarship and Student Aid Plans Available At Gardner-Webb College

To encourage academically talented students and to assist those with financial needs a competitive academic scholarship program, a work-study plan, and a student loan program are offered by the college. Under these several programs and through advance planning, students may attend Gardner-Webb at a cost which compares favorable with the cost at other well recognized institutions.

Academic Scholarships and Others

1. In the spring of each year competitive examinations are given for scholarships based upon academic excellence. High school seniors and graduates of good character and high moral standards who have taken the S.A.T. of the college board and who are recommended by either their superintendent, principal, guidance counselor or home room teacher may compete for the scholarships.

   There will be given:
   10 - $500.00 scholarships
   10 - $250.00 scholarships
   25 - $100.00 scholarships

2. The college offers to the Freshman making the highest scholastic average at Gardner-Webb a $100.00 scholarship for the sophomore year.

3. **THE ROYSTER MEMORIAL SCHOLARSHIP:** Set up in 1965 by Mr. D. W. Royster, Sr. of Shelby, this $12,000 endowed scholarship is named in memory of his parents, the late Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. S. S. Royster's memory. Income from this scholarship will be used to assist needy and qualified students at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

4. **THE C. R. AND ELIZABETH SPANGLER SCHOLARSHIP:** This scholarship was made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler, all of Cleveland County. This scholarship will be granted on the basis of Christian character and financial need of qualified student and preference will be given Cleveland County students. The Scholarship Committee will receive applications and award the scholarship on the basis of the qualifications mentioned earlier.

5. **GEORGE AND IDA WOOD BLANTON SCHOLARSHIP:** In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a $10,000.00 Trust Fund to be known as the George and Ida Wood Blanton Scholarship Trust for the purpose of encouraging and promoting the education of capable and deserving boys and girls through the facilities of Gardner-Webb College. The income from this fund is to be used by qualified students at Gardner-Webb College.

6. **THE J. R. DOVER, JR. MEMORIAL SCHOLARSHIP FUND:** In 1962 J. R. Dover made an initial gift of $5,000.00 to establish an endowment fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000.00 by gifts from relatives and friends of the late Mr. Dover. The income from this fund is to be used for scholarships and is awarded by the scholarship committee.

7. **THE CLARENCE N. PEELER ANDREWS MEMORIAL SCHOLARSHIP FUND:** Mrs. Hattie Peeler Self of Cherryville and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, have established a trust fund of $10,000.00 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is to be used to aid worthy young men and women attending Gardner-Webb College.

8. **MR. AND MRS. RAY SMALL ENDOWED SCHOLARSHIP:** This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, through their interest in Christian higher education. The earnings from this fund will be awarded annually to a deserving student.

9. **M. G. MARTIN MEMORIAL SCHOLARSHIP:** In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, gave the school $2,500.00 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest coming from this scholarship fund is to be used for the education of ministerial students, preferably those related to M. G. or Ellen Bostic Martin. The amount now available from this fund is $75.00 per year.

10. **MARGARET YOUNG MEMORIAL SCHOLARSHIP:** In 1966 J. F. Alexander, Mrs. Martha Alexander Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, N. C. created a $12,000 endowment scholarship as a memorial to the late Margaret Young. The income from this fund is to be used by qualified students at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

11. **GOFORTH ENDOWED SCHOLARSHIP:** In 1965 Goforth Brothers, Inc. of Shelby created a $6,000 endowed scholarship in honor of Elizabeth Pannel Goforth and in memory of George E. Goforth. The income from this grant will provide a $250 scholarship annually for a qualified student at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

12. **THE C. L. BEAM MEMORIAL SCHOLARSHIP:** In 1966 Mr. Charles Grier Beam, President of Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County and in memory of his father, Charles Lester Beam. Income from this scholarship will be used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations he hopes will be used in deciding who receives the grant. The Scholarship Committee will receive applications and award the scholarship.

13. **THE GEORGE HENRY AND MARTHA JANE BRITTAIN MEMORIAL SCHOLARSHIP FUND:** In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property valued at $13,500.00 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain. The interest from this fund is used for scholarships and awarded by the scholarship committee.

14. **THE FLORENCE HAMRICK AND ROLAND M. HAMRICK MEMORIAL ATHLETIC SCHOLARSHIP FUND:** In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college in the amount of $12,000.00 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift will be awarded by the scholarship committee to deserving athletes.

15. **THE PLASTER-WHITELOCK SCHOLARSHIP:** This scholarship was made possible by Dr. and Mrs. L. D. Whitelock, Jr. of Norfolk, Virginia, in honor of their parents, Dr. and Mrs. Hubert Plaster of Shelby, North Carolina, and Mr. and Mrs. L. D. Whitelock, Sr. of Bethesda, Maryland. It is to be given to the incoming freshman who attains the highest mark on the College Entrance Examination. No other factor should be considered in the awarding of the scholarship so long as the applicant meets the college's entrance requirements. The grant in 1969 will be $350. If the recipient maintains an average of 3.0 or better, the award is his or hers for the following year(s). However, only one award will be granted per year. This award was established in 1969 and is to be presented at the Commencement Exercises in the Spring.

16. **THE ETHEL BLANTON SPANGLER SCHOLARSHIP:** This is a $50 scholarship given by Mr. J. Edwin Spangler in memory of his mother, Mrs. Ethel Blanton Spangler, to a deserving student who acclaims herself by academic achievement and excellent character.

17. **THE D. A. TEDDER SCHOLARSHIP:** This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, by his daughters, Mrs. Frederick J. Swift, Mrs. Russell Lumer, Mrs. A. H. Baynes and Mrs. H. E. Eisenberger, to an able and deserving ministerial student.

18. **THE FOREST "SMOKEY" BURGESS ATHLETE SCHOLARSHIP AWARD:** This scholarship is made possible by Mr. Forest "Smokey" Burgess of Forest City, North Carolina, former professional baseball player. The purpose of this scholarship is to develop quality Christian athletes and to enable some of them to play in the Major Leagues.

19. **BOILING SPRINGS WOMAN'S CLUB SCHOLARSHIP:** This is $100 given by the College Woman's Club to a worthy freshman girl.

20. **DELTA KAPPA GAMMA (Alpha Epsilon Chapter) GRANT:** This is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, teacher's sorority, to a worthy freshman girl.

21. **THE LEWIS-WEDDLE SCHOLARSHIP:** A $500 scholarship is given by Dr. and Mrs. J. Thurman Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meridian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Languages.

22. **CECILIA MUSIC CLUB SCHOLARSHIP:** This is a $100 scholarship presented by the Cecilia Music Club of Shelby, and granted on the basis of financial need, character, music ability, and promise of future distinction in the field of music.

23. **ENSIGN RONALD FRANKLIN CARPENTER MEMORIAL SCHOLARSHIP FUND:** This endowed scholarship fund of $1,000.00 has been set up by Mr. and Mrs. John F. Carpenter and Family in memory of their son. The scholarship is to be awarded to a student who has academic and financial need, preferably from Rutherford County, but other areas not to be excluded. The recipient will be selected annually by the College Scholarship Committee. This fund will be added to from year to year.

24. **THE RANDOLPH MARTIN ENDOWED SCHOLARSHIP FUND:** This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her late husband. The income from this fund will be used to help deserving students get a Christian higher education at Gardner-Webb College. Applicants may contact the Scholarship Committee at Gardner-Webb College for particulars concerning application procedures. Financial need and ability will be considered in awarding the scholarship.

25. **THOMAS B. HAMRICK MEMORIAL ATHLETIC SCHOLARSHIP:** This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick who served Gardner-Webb athletics through his outstanding support and loyalty. It is given by the immediate Hamrick family.

26. **FACULTY SCHOLARSHIPS:** Sons and daughters of faculty and staff of Gardner-Webb College are eligibile for tuition grants under certain conditions. For details of this plan, please contact the Committee on Scholarships.

27. **THE WILBUR WILSON MEMORIAL SCHOLARSHIP AWARD:** This will be awarded to a freshman student who plans to return to Gardner-Webb College. The award will be decided upon the basis of academic attainment and Christian commitment and presented at the closing exercises in the spring. The award is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church and denomination faithfully. He served as a deacon and Sunday school superintendent at Dover and First Baptist Churches in Shelby, North Carolina, and at the Central Baptist Church in Miami, Florida. The award is presented by his wife Mrs. Eula M. Wilson.

28. **THE VIRGINIA LYNN SMITHER SCHOLARSHIP:** In 1963 Mr. W. H. Smither of Winston-Salem established a memorial scholarship in memory of his daughter, Virginia Lynn, who was serving as an instructor in Physical Education at Gardner-Webb College when she lost her life in an automobile accident. This scholarship amounts to $250.00 annually and preference is given to a young man or young woman pursuing a church-related vocation. Application should be made to committee on scholarships.

29. **HAMRICK-PERRY SCHOLARSHIP ENDOWMENT FUND:** Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, have established an endowment fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship emphasis will be given to the student interested in the Christian ministry, Nursing or Education. Applications for this grant should be made to the Scholarship Committee.

30. **F.O.C.U.S. SCHOLARSHIP:** The Fellowship of Christians United in Service gives a scholarship each year to an outstanding member of the organization.

31. **THE S. C. HARRILL SCHOLARSHIP:** A $250 scholarship given by Mr. and Mrs. S. C. Harrill of Lattimore to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his local church and association, provided he maintains at least a 'C' average on all work.

There are many other scholarships and loan funds of various amounts available to students who show financial need.

Ada Harris Loan Fund
B. G. Beason Fund
Boiling Springs WMS Loan Fund (B.S. Students)
College Loan Fund
First Baptist Church, Maiden, N. C., Loan Fund
Gastonia Altrusa Club Loan Fund
Graham County Loan Fund
Mr. & Mrs. J. O. Terrell Loan Fund
Logan Loan Fund
Mrs. Fields Young, Sr., Loan Fund
Schenck Loan Fund
Shelby Box Company Loan Fund
Shelby Lions Club Loan Fund
Shelby Rotary Club Loan Fund
Suttle Loan Fund
Washburn Loan Fund
Union Trust Company Loan Fund
Lee B. Weathers Memorial Fund
and others not listed

Loan Funds

Gardner-Webb administers a loan fund which each year makes loans for qualified applicants. The size of the average loan varies from $200.00 to $600.00. Students who plan to utilize loan funds in their plans of financing their college education are advised to make applications well in advance of actual date of need. Often such loan funds are awarded in combination with other aid plans. Numerous loan funds are available for student loan. (See list above and below.)

1. **DAVID PRESSLEY MEMORIAL LOAN FUND:** In 1956 the students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

2. **HATTIE NIX GILLIATT MEMORIAL LOAN FUND:** This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby.

3. **WMU FUND FOR WOMEN:** The Woman's Missionary Union of Kings Mountain Baptist Association has provided a loan fund to be used in $50.00 allotments by worthy young women.

4. **BEAVER DAM BAPTIST CHURCH FUND:** The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100.00 allotments by worthy young men and women, with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

5. **JOSEPH HENRY JONES MEMORIAL LOAN FUND:** In memory of Joseph Henry Jones who gave his life in the Battle of the Bulge on December 16, 1944, his mother, Mrs. J. H. Jones, and other friends created a loan fund of $581.50 for worthy students.

6. **RUSH STROUP LOAN FUND:** In 1947 Mrs. Rush Stroup created in memory of her husband a loan fund of $5,000.00. This fund is available in a special trust fund in the Wachovia Bank and Trust Company of Charlotte and will be used for deserving young people, preferable Cleveland County students and preferably ministerial students.

7. **THE MARION HINSON LOAN FUND:** In 1950 Mr. and Mrs. Claude S. Hinson of Belmont gave $2,500.00 to establish a student loan fund as a memorial to their son, Marion Hinson.

8. **J. HERBERT BRIDGES LOAN FUND:** In 1949 J. Herbert Bridges of Charlotte gave an initial $1,000.00 toward the establishment of a loan fund for worthy and needy students. This fund is now available.



9. **TOM WITHROW FOUNDATION LOAN FUND:** In 1953 A. T. Withrow of Charlotte established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

10. **JOHN MACLAREN LAWRENCE MEMORIAL LOAN FUND:** In 1954 Mr. and Mrs. Tom Lawrence of Cliffside established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County. Available amounts not used by Rutherford County students may be applied to other students recommended by the faculty committee. This amounts to $3,799.98 to date.

11. **THE PHILIP LOVIN ELLIOTT MEMORIAL SCHOLARSHIP LOAN FUND:** This fund was established by the Elliott family and friends for worthy and needy students. The amount to date is $1,929.91. Any one desiring to memorialize our deceased beloved president is encouraged to help swell this fund.

12. **THE C. B. BAKER SCHOLARSHIP AND LOAN FUND:** Mr. C. B. Baker, Route 1, Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb. This amounted to $7,550.00 and is to be used to help those students dedicated to full-time Christian service.

13. **R. I. CORBETT LOAN FUND:** Rev. R. I. Corbett, Marion, N. C., bequeathed stock worth approximately $8,000.00. Income from this fund is available.

14. **MR. AND. MRS. THOMAS RAY CAUSBY OF BELMONT, NORTH CAROLINA, ENDOWED LOAN FUND:** To any worthy student selected by the College Scholarship and Financial Aid Committee. The recipient of this fund will be expected to pay the loan back to the fund after graduation. There will be no interest charged. Payments will be scheduled in such a manner to avoid putting a burden on the recipient. The recipient may make a contribution to the fund to help future students.

College Work-Study Program and College Work Program

A limited number of work-study jobs are available for students who qualify by the Financial Aid Officer and application should be made directly to him for consideration. A maximum of 15 hours work per week is permitted under this program.

Additional Loan Funds

NORTH CAROLINA PROSPECTIVE TEACHERS SCHOLARSHIP—LOANS
The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the state to assist them in their education.

PRE-MINISTERIAL SCHOLARSHIPS
$200.00 is available to students second semester if he or she can maintain a "C" average on all work attempted.

SONS AND DAUGHTERS OF ACTIVE MINISTERS
These are awarded $100.00 second semester if student can maintain a "C" average on all work attempted.

MISSIONARY OR CHURCH-RELATED VOCATIONS
$200 is available to students second semester if they can maintain a "C" average on all work attempted.

NATIONAL DEFENSE STUDENT LOANS
Gardner-Webb is a participant under the National Defense Education Act of 1958. The college is authorized to make loans to students who can show a need for the assistance in order to attend college. The size of the loans granted is determined by available funds, number of applicants, and financial circumstances of applicant. This loan program is extremely popular with students and their parents as terms of repayment are up to 10 years following termination of the college program. Your Financial Aid Officer will be able to answer questions for you concerning this loan. This loan carries 3% interest.

COLLEGE AID PLAN, INC.
This is a convenient method of paying tuition and other fees in monthly payments. It is a private plan entered into with The College Aid Plan of New Hampshire. This loan may be obtained for a four-year period. Write the Financial Aid Officer for information.

NURSING STUDENT LOAN FUND
This fund, created under the Nurse Training Act of 1964, makes available loans up to $1,500 per year to students in the Associate in Arts Degree Nursing Program, who are in need of financial assistance.

EDUCATIONAL OPPORTUNITY GRANT (EOG) AND NURSING EDUCATIONAL OPPORTUNITY GRANT (NEOG)
Educational Opportunity grants are now available for exceptionally needy students who wish to attend Gardner-Webb College. These grants were made possible under Title IV of the Higher Education Act of 1965 and the Nursing Training Act. The program provides funds for capable or talented

students who, because of insufficient financial resources, might otherwise be unable to attend college. Qualified students may receive grants ranging from $200 to $1,000 each year. The amount of the grant is geared to the parents' annual income (taxable) and the expected parental contribution to the student's educational expenses, but may not exceed one-half of the student's total financial need after his own resources and any financial assistance under the college Work-Study Program are deducted. Application for an EOG or NEOG is made in the same manner as for all other financial aids at Gardner-Webb College.

VETERAN'S BENEFITS

Applicants who are children of disabled or deceased veterans may be eligible for financial aid. Contact your nearest Office of Veteran's Administration for answers to questions.

G. I. BILL

The G. I. Bill of 1965 provides educational assistance for veterans who have served at least six months of active service since January, 1956. Contact Veteran's Administration for answers to questions.



VOCATIONAL REHABILITATION

The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina, 27600.

INSURED STUDENT LOAN PROGRAM

Residents of North Carolina enrolled full time may borrow up to $1,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Apply through the Director of Student Aid.

JAMES E. AND MARY Z. BRYAN FOUNDATION, INC. STUDENT LOAN PLAN

Residents of North Carolina enrolled full time in undergraduate programs may borrow up to $1,500 per academic year. The interest rate is 1% during the in-school period, and 6% during the repayment period. Repayment begins four months after leaving school as a full-time student.

For more information write or visit the Financial Aid Office for a printed pamphlet which describes all programs in more detail.



ADMISSIONS

Candidates for admission to Gardner-Webb College should contact the Director of Admissions for the necessary application forms. In order to be considered for admission the following information should be on file in the Office of Admissions.

Requirements

I. Formal application for admission, including small photograph and application fee of $15 for all applicants. (This fee is not refundable.)

II. An official transcript of high school credits.

III. A medical report from a physician.

IV. S. A. T. scores on the College Entrance Examination Board tests.

Every applicant for admission to the freshman class is required to take the Scholastic Aptitude Test of the College Entrance Examination Board and have the scores reported to the college. The test is given in December, January, March, May, and July. It is recommended that the Scholastic Aptitude Test be taken in the senior year.

Students wishing to make application to take the tests should procure application forms from their secondary schools, or write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey or Box 1025, Berkeley 1, California, for the BULLETIN OF INFORMATION, which includes an application form and is available without charge. The bulletin lists test centers and gives complete information concerning the tests.

Because of deadlines for filing application to take the College Board tests, the student must make his arrangements well in advance of the testing date so that his application may be received in Princeton or Berkeley by the closing date.

Forms for each of the above items, except No. 4, are supplied to the applicant by the College and may be obtained upon request. More detailed information concerning filing of the application is included on an instruction sheet which accompanies the application blanks. When all four items have been received and processed, the applicant is written a letter relative to his acceptance.

Generally speaking the main bulk of applications for admission for any given year should come into the office sometime between October and April for the following fall term; between October and the last part of December for the second semester; and between January and June for the summer session.

1. Regular
   a. Those who have been graduated from an accredited high school with a minimum of fifteen units. (Refer to NOTE below.)

b. Adults who have the equivalent of graduation on the basis of G. E. D. tests, or a State High School Equivalency Certificate.

2. Special
   a. A limited number of applicants for certain courses in music.
   b. A few select students of mature years are admitted to classes by special permission of the Dean regardless of previous training. These students do not receive college credit.

Methods of Admission

The College reserves the right to reject any applicant without giving a reason.

NOTE: Gardner-Webb does not prescribe a fixed pattern for admission but evaluates the student's record in the light of his chosen course of study. The quality of work and distribution of units must indicate sufficient preparation for the chosen course of study. The College RECOMMENDS the following MINIMUM course distribution as the best preparation for academic work at Gardner-Webb:

English	4 units
Language	2 units
Social Science	2 units
Algebra	2 units
Geometry	1 unit
Natural Science	1 unit
Electives	4 units

If a student is found deficient in foreign language or mathematics, he may remove the deficiency in the following way:

1. Foreign Language. An applicant who takes a course which includes foreign language should offer two units in that language for admission. If he offers less than two units he may begin language in college.

2. Mathematics. An applicant who elects Mathematics 101 should offer two units in algebra and he must offer one unit in Geometry or take it without college credit. Geometry may be taken along with Mathematics 101 but must be completed before a student is admitted to Mathematics 102. Students taking Mathematics 100 only may do so without having had Geometry.

Advanced Placement and Exemption

Students achieving a score of 4 or 5 on an Advanced Placement Program test of the College Entrance Examination Board will be given credit for the course covered by the test.

In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take in the same department an advanced course carrying the same or more credit.

Details concerning the Advanced Placement Program and Exemption will be worked out through the Dean of Instruction, the appropriate department involved, and the student.

Admission to Advanced Standing (Transfer Students)

Transfer students from other colleges are required to have on file in addition to that required of regular applicants an official transcript of their previous college record and a personal data sheet (form supplied by Gardner-Webb College) from the college last attended. Gardner-Webb applies the same ruling to transfer students as it does to her own students in regard to academic requirements (relative to admission, absences, graduation, etc.) and citizenship. Transfer students offering a minimum of 60 semester hours or the equivalent, are not required to take the SAT, if they have not had it already. No more than 64 semester hours will be accepted for graduation credit for junior college transferees.

In general any work on which a student has earned a passing grade will be accepted provided it fits into the curriculum pursued at Gardner-Webb.

Registration

Certain days at the beginning of each semester or summer term are set aside for registration. No student will be permitted to register for credit after two weeks from the beginning of classes in any semester. Auditors may attend classes. An audit fee is required. See financial section.

During the registration period a student observes the following procedure: (1) secures from the Registrar's office permission to register and necessary information and blanks; (2) arranges his schedule of classes with the help of a faculty adviser; (3) has his course of study and schedule of classes approved by the Registrar; (4) makes payment of fees to the Business Manager.

A student will not receive credit for any course for which he has not registered.

By approval of the Dean or Registrar, a course may be added within two weeks from the beginning of the semester. A fee of $5.00 will be charged for any change in schedule after the initial registration period, unless this change is required by the Administration.

To be eligible to register for the next semester, a regular student carrying 12 or more credit hours must pass at least 12 hours of work (unless he is

a first semester freshman, in which case he must pass at least 8 hours). A student carrying less than 12 semester hours must pass at least half of his college credit work. Failure to do so will result in academic suspension for at least one semester, after which the student may apply for readmission. Under exceptionally extenuating circumstances a student failing to meet the regular retention requirements for readmission may appeal to the Admissions Committee for special consideration.

Late Registration

A late registration fee of $5.00 will be charged.

No student will be admitted, except by special permission, after the expiration of two weeks beyond the scheduled registration days.

Classification

Students are classified at the beginning of the regular school year or at the time of entrance if the entrance date is other than the beginning of the school year:

1. **FRESHMEN**—Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. **SOPHOMORE**—Students fully qualified academically for credit and who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. **JUNIORS**—Students fully qualified academically for credit and who have earned 60 or more hours of credit, but less than 90 semester hours.
4. **SENIORS**—Students fully qualified academically for credit and who have earned 90 or more semester hours of credit.
5. **SPECIALS**—CREDIT students, qualified academically for credit; and NON-CREDIT students, music specials not desiring credit and a limited number of adults admitted to regular classes regardless of previous training.

Class Attendance

Gardner-Webb College assumes the position that every class hour is important. All absences are recorded by the professors. Regular attendance is expected of every student enrolled in the college, and every student is responsible for all of the work—including tests and assignments—of all class meetings.

In the event absences from class exceed 25 per cent of the number of class

meetings of that course during the semester the student will *lose* credit for that course. (For example: the maximum absences for any reason for a 3-hour course are 11 absences for classes meeting one hour for 3 days a week or 7 absences for classes meeting one and one-half hours for 2 days a week.)

FOR CERTAIN STUDENTS:
The following students are allowed *no unexcused absences:*

(1) All students in their *first semester of study* at Gardner-Webb College.

(2) All students on *academic probation,* and

(3) Students with *less than 1.5 quality point ratio.*

FOR OTHER STUDENTS (Except Juniors and Seniors having a QPR of 2.0 or above):

To take care of normal contingencies—such as medical appointments, special occasions, and minor emergencies—a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester for each hour of credit in each class.

Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

FOR JUNIORS AND SENIORS HAVING A QPR OF 2.0 OR ABOVE:
To take care of normal contingencies—such as medical appointments, special occasions, and minor emergencies—a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only 4 absences are allowed per semester.

Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

For each unexcused absence in excess of that which is allowed, three points will be deducted from the semester grade in that course. After the fourth unexcused absence, the student will be sent to the Vice President of Academic Affairs.

No absences without excuse are allowed in any laboratory work. All laboratory work must be made up to the satisfaction of the professor.

Tardies

Three unexcused tardies count as an unexcused absence. When a student is tardy more than fifteen minutes, it will count as an absence. The student is responsible to clear tardies with the professor at the end of the class in which he was tardy.

No absences without excuse are permitted from classes at the time of announced tests.

Sickness excuses should be signed by a nurse or a physician.

The responsibility for enforcing these regulations lies with the professor of the course in question.

Grading System

GRADES—The scale of grades for the official record is as follows:

	Quality Points per sem. Hour
A —Excellent (95-100)	4
B —Above average (88-94)	3
C —Average (78-87)	2
D —Below average (70-77), passing	1
F —Failure (below 70)	0
I —Incomplete	0
W —Withdrew without penalty	0
WP—Withdrew passing	0
WF—Withdrew failing	0
UF—Withdrew unofficially	0

An "I" indicates that the student has not turned in assigned written work, or that he has not yet taken a test or examination, although he has a valid excuse. An "I" automatically becomes an "F" unless removed during the following semester.

Students are permitted to drop courses or withdraw from school without penalty, that is with W only recorded on the permanent record up through two weeks following the end of the mid-term grade report period in each given semester if the student goes through official procedures to do so. Grades for individual courses officially dropped after that date or for official withdrawal from school will be entered as **WP** (dropped or withdrew passing) or **WF** (dropped or withdrew failing) as the case may be for each individual student at the time he drops a course or withdraws from school. Courses listed as **W** or **WP** will not be counted in hours attempted in figuring quality point ratio; courses listed as **WF** will be counted as hours attempted in figuring quality point ratio until the course is repeated. Only a course on which a "D," "F" or "WF" is received may be repeated. **When a course is repeated, only the highest grade is counted in computing the quality point ratio for retention and graduation purposes at Gardner-Webb College for the B.A., B.S. and non-transferable terminal degrees.** If such a course is not repeated, it is counted as work undertaken in computing the quality point ratio.

Any work from which a student withdraws unofficially whether from a course or from school, counts as work undertaken even though the course(s) may be repeated. Such work is designated with a **"UF."** Expulsion from a course or from school carries the same penalty. Suspension from school carries a **"WP"** or **"WF"** depending on the status of the student in each course at the time of suspension unless the decision of the disciplinary committee dictates otherwise.

Quality Point Average—A student's general academic performance is determined by what is commonly known as the quality-point (or grade point) average. For computational purposes in securing a student's average, one semester hour of work passed with a grade of A, B, C, D, or F is given the numerical value of 4, 3, 2, 1 or 0 respectively (see scale of grades). The numerical value is then multiplied by the number of semester hours represented by the course; the quality points earned in all courses are added and the total is divided by the number of semester hours attempted, including courses failed and passed, except as explained above when courses are repeated. Non-credit courses are not counted in the computation for quality point ratio. Grades in courses taken at another institution are not considered in computing the quality-point index at Gardner-Webb, but for graduation purposes the transfer student must have an overall 2.00 or above quality point ratio on the same basis as Gardner-Webb students, including work attempted at other institutions.

ACADEMIC HONORS—Two honor lists are posted each semester:

1. Dean's List—Full-time students whose quality point average equals 3.8 will be recognized for Distinguished Scholarship as Honor Roll students.
2. Honor Roll—Full-time students whose quality point average equals 3.2 but not 3.8 will be recognized as Honor Roll students.

In every case there must be no grade below C and the student must be carrying a minimum of 15 semester hours.

GRADUATION—Baccalaureate and Associate degrees—A student must have a minimum grade of "C" on each course required in the major field and have a cumulative quality point ratio of 2.0 (on a 4.0 basis) on all work attempted.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Dean. If the student is excused, his grade will be recorded as "Incomplete."

If a student is absent from a test which has been previously scheduled, he

is given a grade of zero on that test and is not allowed a second test unless recommended by the teacher. In that case the student pays to the Business Manager a special fee of $1.00 for the test, or $3.00 for a final examination.

Reports of the student's progress are made at the end of each nine weeks, indicating the grade of scholarship and attendance at class and chapel. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record.

Student Representation

Only students who passed 10 semester hours with an average grade of "C" on these 10 hours during his previous semester and currently carrying the normal student load may represent the College in public functions.

In order to be eligible for election to the offices listed below a student must have a minimum of 2.0 quality point ratio on all work taken his previous semester in attendance and be currently carrying a normal student load (15 or more hours) with passing marks.

Student Government Association

President
Vice President
Secretary-Treasurer

Baptist Student Union

President
Vice President
Secretary

Publications

Editor-in-Chief
Business Manager

Sophomore Class

President
Vice President

The faculty or its executive committee may at any time declare a student ineligible to represent the college because of poor academic performance and because of improper personal conduct.

Students who are readmitted to the College on probation, either academic or disciplinary, are not eligible to represent the College until the probation has been removed.

Student Load

The normal load for a regular student is 16 hours; however, with permission of the Vice President of Academic Affairs a student may take 19 hours as the maximum. Every regular student is required to register for at least twelve hours. No regular student may drop below twelve hours during a semester.

Withdrawal

If a student withdraws from school, he should notify the President, Vice President of Academic Affairs, Business Manager and the Registrar; otherwise he is not entitled to an honorable dismission.

Students who have been requested to withdraw are not permitted to register again until they have permission of the Executive Committee of the Faculty.

Awards

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to the senior boy making the best record in scholarship and general interest in college activities.

In memory of the late Miss Etta L. Curtis, Mr. R. E. Price offers a citizenship medal to the senior girl making the best record in scholarship and general interest in college activities.

Mrs. Suttle, widow of the late Rev. John W. Suttle, offers a medal to the student making the best record in Bible courses and having the best grasp of Bible teachings.

The winners of these three awards are selected by the faculty.

ADDITIONAL SCHOLARSHIPS

Subject field awards and scholarships:

Athletics and Physical Education
Bible
Business (Phi Beta Lambda)
Chemistry
Dramatics
English
French
Freshman Scholarship Award
Greek
History
Latin
Mathematics
Music
Nursing
Physics
Political Science
Religious Education
Schweppe Music Award
Senior Scholarship Award,
Given by Rev. Thomas Max Linnens
Sociology
Spanish
Typing

Numbering System

Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Following the course descriptions, the first digit indicates the number of required classroom hours

per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Summer Session

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Complete information, both as to courses offered and expenses, may be obtained by writing to the Director of Summer School, Gardner-Webb College, Boiling Springs, North Carolina.

Evening College

In 1963 Gardner-Webb College began offering courses in the evening hours for credit and non-credit. An excellent response was accorded this new service program of the College. It is the will of the administration that we continue to serve the needs in this geographical area.

Contact the Director of the Evening College for more information.



DIVISIONS OF INSTRUCTION

A list of the divisions of the college, with reference to the pages in the catalogue covering course descriptions, majors offered, and degree requirements, is given below:

BACCALAUREATE PROGRAM

(A minimum of 128 semester Hours is required for graduation)

DIVISION OF GENERAL BUSINESS (see pp. 52-59)
Department of Business
Department of Data Processing

DIVISION OF EDUCATION AND PSYCHOLOGY (see pp. 60-66)
Department of Education
Department of Psychology

DIVISION OF FINE ARTS (see pp. 67-78)
Department of Art
Department of Music
Department of Theatre Arts and Speech

DIVISION OF HEALTH EDUCATION AND PHYSICAL EDUCATION (see pp. 79-83)

DIVISION OF LANGUAGES AND LITERATURE (see pp. 84-96)
Department of Ancient Languages and Literature
Department of English Language and Literature
Department of Modern Foreign Languages and Literature

DIVISION OF MATHEMATICS AND NATURAL SCIENCE (see pp. 97-106)
Department of Biology, Chemistry and Geology
Department of Mathematics and Physics

DIVISION OF RELIGIOUS STUDIES (see pp. 107-114)
Department of Religion
Department of Religious Education

DIVISION OF SOCIAL SCIENCE (see pp. 115-122)
Department of Associated Social Sciences
Department of History

ASSOCIATE DEGREE PROGRAM

(A minimum of 64 Semester Hours is required for graduation)

DEPARTMENT OF BUSINESS (see pp. 123-125)

OTHER DEPARTMENTS: By special request and arrangement, a student may receive the Associate Degree in a department that awards the Bachelor's Degree.

BACCALAUREATE PROGRAM
DEGREES AND BASIC COURSE REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. To be awarded these degrees the student must complete (1) the Basic Course Requirements, choosing either Group A, B, or C as indicated below, (2) a course of study approved by his Major department, and (3) elective courses to make a total of 128 semester hours. A maximum of four semester hours for chapel credit may be applied toward the completion of the 128 hours. Chapel is required of all full-time students.

The general requirements for both degrees are the same with the following exceptions: for the degree of Bachlor of Science a student may elect to complete a Foreign Language through course numbers 201, 202 as shown in the Basic Course Requirements Group A below, or elect to take eight hours in a second Science as shown in Group B below or six additional hours in Mathematics as indicated in Group C below.

The Bachelor of Science degree is conferred only upon those students who complete a major in Biology, Mathematics, Physical Education, Business, General Science, Education, and Psychology.



All students enrolled for the Baccalaureate Degree must take the following Basic Course Requirements except as noted above and shown in Group B and C below:

Basic Course Requirements	*Semester Hours Required*		
	Group A	Group B	Group C
English 101, 102	6	6	6
Language:	0-12*		
French 101, 102; 201, 202 (0 to 12 hrs.)			
German 101, 102; 201, 202 (0 to 12 hrs.)			
Greek 101, 102; 201, 202 (0 to 12 hrs.)			
Hebrew 101, 102; 201, 202 (0 to 12 hrs.)			
Greek 101, 102 and Hebrew 101, 102 (0 to 12 hrs.)			
Latin 101, 102; 201, 202 (0 to 12 hrs.)			
Spanish 101, 102; 201, 202 (0 to 12 hrs.)			
Religion 101, 102	6	6	6
Science:	8	16	8
Anatomy and Physiology plus Kinesiology (8 hrs.)		(2 sciences)	
Biology 101, 102 (8 hrs.)			
Chemistry 101, 102 (8 hrs.)			
Geology 101, 102 (8 hrs.)			
Physical and Life Science (8 hrs.) (restricted to K-3 and 4-9 teachers)			
Physics 201, 202 or 203, 204 (8 or 10 hrs.)			
Mathematics (Group C requires 101, 102 and 205) (Group C excludes Mathematics 100)	3	3	9
Social Science:			
History 101, 102	6	6	6
Elect 6 additional hours from the following:	6	6	6
1. History 201, 202 (6 hrs.)			
2. Political Science, Geography, Sociology, Psychology and Economics (6 hrs.)			
Fine Arts, selected from one of the following:	3	3	3
Music 150 (Music Appreciation)			
Art 301 (Art Appreciation)			
The Art of the Drama 101			
Theatre Arts in the Mass Media 214			
Physical Education	2	2	2
	40 to 52*	48	46

**Depending upon the number of high school language units earned by the student.*

GENERAL REQUIREMENTS FOR THE BACCALAUREATE DEGREE

I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	24-12
VI. Chapel (one semester hour of credit is given for two semesters of Chapel)	4
Total	128

Interdepartmental Majors should refer to the Divisions of Business (Department of Business), Fine Arts (Department of Music), and Religion (Department of Religious Education).

Freshmen and Sophomores who are uncertain about the field of study they wish to major in may follow the program listed below during their first two years:

FRESHMAN

FIRST SEMESTER	*Semester Hours*	SECOND SEMESTER	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion 101	3	Religion 102	3
Chapel		Chapel	
	16		16

SOPHOMORE

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Chapel		Chapel	
	16		16



All students should decide before the end of their sophomore year what their major field of concentration will be. Each student must present to the Vice President of Academic Affairs a written statement of approval from the Chairman of the Department in which he wishes to major that he has received permission to pursue that course of study. He may not change from one major to another without the joint approval of the Vice President of Academic Affairs and the Director(s) of the Division(s) concerned.

Graduation

The student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to apply officially to the Registrar for his degree at the beginning of the term in which he expects to graduate. This applies to candidates in the Baccalaureate and Associate Degree programs.

Each candidate for graduation must satisfy all of the basic course requirements of Gardner-Webb College as approved by the Vice President of Academic Affairs or the Registrar and all of the specific requirements of the Department in which he is majoring. All candidates are expected to take their last year in residence (30 semester hours) at Gardner-Webb College.

THE DIVISION OF GENERAL BUSINESS

In the Division of General Business, the Bachelor of Science degree is offered in the following fields of study: Business Administration, Secretarial Science, Church Secretarial Science, Data Processing, Business Education for secondary teachers of skills courses, and Business Education for secondary teachers of basic business.

Department of Business

The Department of Business accepts candidates for the Bachelor of Arts degree with majors in Business Administration, Secretarial Science, Church Secretarial Science, and Business Education.

The Department is concerned with the development of skills, attitudes and understanding of principles necessary for successful business and economic life.

The two major purposes of the Department are: (1) the vocational preparation of young men and women who have an interest in and an aptitude for business or office occupations, and (2) to make a contribution to the education of all students toward the attainment of economic efficiency.

Majors offered by the Department: Bachelor of Science in Business Administration, Secretarial Science, Church Secretarial Science, and Secretarial Science/Religious Education. Also see Division of Fine Arts for Bachelor of Arts in Church Music/Secretarial Science. Associate in Arts (two-year program) in General Business, Secretarial Science, and Church Secretarial Science.

Description of Courses

BUSINESS ADMINISTRATION

101. Business Principles. A basic course in the organization, functions, operations, controls, and problems of business enterprise. Offered each semester. 3-0-3.

Mat. 205. Mathematics of Finance (see Mathematics). 3-0-3.

213, 214. Accounting Principles. This course acquaints students with present day methods of keeping and interpreting business records and reports that are useful to owners and managers of business enterprises. This knowledge is applied to the proprietorship, partnership, and the corporate forms of business organizations. Prerequisite: Mathematics 101,102. 3-1-3, 3-1-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

312. Business Finance. An introduction to principles governing financial operations of business enterprises with emphasis on the problems of the small business unit. The financial consideration in promotion and the selection of the form of organization. Prerequisite: Accounting 213, 214. 3-0-3.

313, 314. Intermediate Accounting. Designed to train students to analyze problems and apply accounting principles involved. A study of advanced accounting theory and application. Prerequisite: Accounting 214. 3-1-3, 3-1-3.

315. Cost Accounting. An introduction to the study of cost accounting. Attention is given to the accounting procedures necessary to standard cost methods. Prerequisite: Accounting 213, 214. 3-0-3.

316. Principles of Management. A study and analysis of the theory of sound business organization and management under a free enterprise economic system. Prerequisites: Accounting 214 and Economics 204. 3-0-3.

325. Business Communications. Emphasis is placed on the language skills necessary to formulate and comprehend written and spoken ideas. Special stress is placed on the tools of communication used by business. Prerequisite: English 101, 102. 3-0-3.

PSY 403. Business and Industrial Psychology (see Psychology). 3-0-3.

411. Business Law. A study of law as it applies to ordinary business transactions, including the making of contracts, principal and agent, and negotiable instruments. 3-0-3.

412. Business Law. A continuation of Business Law 411. The study covers bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Law 411. 3-0-3.

425. Federal Income Taxes. Acquaints the student with the federal income tax laws and their application to the income tax returns of the individual. Prerequisite: Accounting 214. 3-0-3.

430. Methods of Teaching (Basic Business). The techniques and methods used in the teaching of basic business courses are stressed. Required for teachers of non-skill business courses in secondary schools. 3-0-3.

ECONOMICS

203. Principles of Economics. An institutional introduction to economic problems: production, consumption, price system and allocation of resources; distribution of income, business and labor organizations, money and banking systems, income determination, public finance, and economic development. 3-0-3.

204. Principles of Economics. Elementary theory of prices, forms of competition, and income distribution, public policy, and international economics. Prerequisite for courses of higher numbers in Economics and Business. Prerequisite: Economics 203. 3-0-3.

207. Economic Statistics. An introduction to statistical methods as applied to economics and business data, including sources of information, graphs, averages, measures of dispersion, sampling, and statistical interpretation, time series, index numbers and correlation. 3-0-3.

301. Money and Banking. Basic and vital information concerning the various theories and approaches to money value. Adequate attention is also given to the development and direction of the Federal Reserve System. Prerequisites: Accounting 114 and Economics 204. 3-0-3.

311. Labor Economics. An analysis of the labor market, levels of employment, the labor union movement, and the problems of organized labor and efforts toward their solution. Prerequisite: Economics 204. 3-0-3.

315. Development of Economic Thought. The evolution and development of economic thought through scholastics of the middle ages and later ages with schools through mercantilism. Physiocrats, Classical School, Socialism, Historical School, Marginalist School, Mathematical School, Institutionalist School, through modern theories, and the Kenesian School and its influence on modern economic theory and development of the economy. Prerequisite: Economics 204. 3-0-3.

318. Marketing. Presents a comprehensive analysis of the marketing system and an accurate understanding of the marketing process. Prerequisite: Economics 204. 3-0-3.

411. Comparative Economic Systems. A comparative study of the forms of economic systems through an analysis of the institutional organizations of each type of economy and the operation of the basic economic principles in each type of structure. Prerequisite: Economic 204. 3-0-3.

SECRETARIAL SCIENCE

305, 306. Shorthand. Fundamental principles of Gregg Shorthand with special emphasis on accuracy and speed. Dictation and transcription accompany the pursuit of fundamental perfection in shorthand. 3-2-3, 3-2-3.

307, 308. Typewriting. The first year of typewriting is designed to give the student a command of the keyboard and working knowledge of all parts of the machine. Speed and accuracy on straight copy and production work will be emphasized. 3-1-2, 3-1-2.



403. Office Machines. Basic courses in the operation, use, care of office machines and equipment, including transcribing machines, adding, calculating and posting machines. Prerequisite: Typewriting 307, 308 or the equivalent. Offered each semester. 3-3-4.

404. Secretarial Practice. Acquaints the student with secretarial duties in in the office, including secretarial typewriting, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisites: Typewriting 307, 308 and Shorthand 305, 306. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and the mechanics of English grammar. Emphasis on ability to take dictation and transcribe it in acceptable form. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency. Definite budgets of graduated difficulty are required. 3-1-2, 3-1-2.

430. Methods of Teaching (Business Skills). This course covers the techniques and theories of teaching shorthand, typewriting, and office machines. Classroom work and observation of teaching will be included. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
The Mathematics requirement must be met by taking Mathematics 101. Economics 203 and 204, which are required, will satisfy the additional Social Science requirement.	
Major	30
Business Administration 101, 213, 214, 301, 312, 316, 325, 411, 412; Economics 207.	
Supportive Studies	15
Secretarial Science 307 or 308; The remaining nine hours may be taken in the following area(s): Mathematics, Data Processing, Social Science and/or Psychology.	
Complementary Requirements	9
Speech 102, Psychology 201, Mathematics 102.	
Complementary Electives	15
These hours may be taken in three of the following areas: English, Fine Arts, Mathematics, Psychology, Religious Education or Sociology.	
	15-3
Free Electives	16-4
Chapel	4
Total	128

The Bachelor of Science Degree
With a Major in Basic Business
With Preparation for Secondary (10-12) Teacher Certification
(See Departmental Chairman)

The Bachelor of Science Degree
With a Major in Secretarial Science

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Major	30
Secretarial Science 305, 306; 307, 308; 403; 404; 405, 406; 407, 408; Business Communications 325.	

Supportive Studies Business Administration 101, 211; 213, 214; Economics 203, 204; General Psychology 201.	21
Complementary Electives Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
Free Electives	18-6
Chapel	4
Total	128

The Bachelor of Science Degree
With a Major in Business Education
With Preparation for Secondary (10-12) Teacher Certification

(See Departmental Chairman)
The Bachelor of Science Degree With a Major in
Secretarial Science/Religious Education

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Major (Area of Concentration I) Principles of Accounting 213; Typewriting 307, 308; 407, 408; Business Communications 325; Shorthand 305, 306; 405, 406; Office Machines 403; Secretarial Practice 404.	33
Supportive Studies (Area of Concentration II) Economics 203, 204; Religion 321, 331; Business Law 411; Religious Education 270, 310, 371, 372, 373.	30
Complementary Requirements Six hours will be counted in the Basic Course Requirements if the second level of a Foreign Language is completed.	
Complementary Electives These courses may be taken in English, Fine Arts, Mathematics, Psychology, Religious Education or Sociology.	9
Free Electives	12-0
Chapel	4
Total	128

The Bachelor of Arts Degree With a Major in
Church Music/Secretarial Science
(see the Division of Fine Arts)

Department of Data Processing

The Data Processing Department was established at Gardner-Webb College in the spring of 1965. The two major purposes of the department are: (1) to offer instruction to the students and faculty of the college in the use of computer facilities and (2) to assist the students and faculty with research activities involving complex computations and involved data processing. In the accomplishment of its objectives the Data Processing Department will acquaint the students with one of the newest instruments of science and industry, the electronic computer. Courses available through this department will help to prepare students for the challenges the computer and automation will demand during the coming years.

Major offered by the Department: Bachelor of Science in Data Processing

Description of Courses

221. Basic Machine Operation and Wiring. This course is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the fundamentals of IBM Accounting, IBM card reading, card punches 26, 29; sorters 82, 83; introduction to control panel wiring; interpreters 548-552, reproducer, 514 402/403 accounting machines; collators 85, 87. Laboratory Fee. 3-3-4.*

222, 402 Accounting Machine. This course is a continuation of Data Processing 221. Is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the planinng chart; digit selection, group printing, set-up change, hammerlock control, counter coupling; total transfer, group indication; field selection; class selection; carriage control, summary punching; runout buttons and switches; space control, inverted forms; multiple line printing; and case studies. Prerequisite: Data Processing 221. Laboratory Fee. 3-3-4.

221. Basic Computer Systems Principles. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing their data processing prob-

lem to a form that the computer can handle. Prerequisite: Data Processing 321 and 322 or permission of Chairman of department. 3-0-3.

333. Numbering Systems. In this course, the student will learn how to use and work with the decimal base, bingry base, octal base, and hexadecimal base. The student learns how to add, subtract, multiply, and divide in each base. Attention is given to negative balances and conversion factors. 3-0-3.

421. PL/1 Computer Programming Part I. Included in this course is the use of IBM 360 Model 75 Computer. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statements, input, output, array expressions, attributes, block structure, operators, character sets, and program definition. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

422. PL/1 Computer Programming Part II. A continuation of Data Processing 421 with special attention given to more advanced business and mathematical problems. Attention is given to advanced programming techniques in order to accomplish desired results. The student spends time in working with subroutines and decision tables. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 421. Laboratory Fee. 3-3-4.

431. RPG Computer Programming Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determine the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest of generated program instructions.
4. Create the control cards required for the assemble and the running of the RPG Program.

Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

432. RPG Computer Programming Part II. A continuation of Data Processing 431 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 431 or permission of Chairman of department. Laboratory Fee. 3-3-4.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Data Processing

	Semester Hours
Basic Course Requirements (Group A, B, or C) ..... The Mathematics requirement may be met by taking Mathematics 101.	40-52
Major ..... Data Processing 321, 322; 331, 332; 421, 422; 431, 432.	30
Supportive Studies ..... Accounting 213, 214; Economics 203, 204; Mathematics 102 and 12 hours of business or 12 additional hours of either Mathematics or Natural Science or a combination of each.	15
Complementary Electives ..... Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
Free Electives	24-12
Chapel	4
Total	128

DIVISION OF EDUCATION AND PSYCHOLOGY

The Division is divided into two departments: (1) the Department of Education and (2) the Department of Psychology.

The Bachelor of Science degree is offered in the following areas of study: Early Childhood Education (K-3), Intermediate Education (4-9), and Psychology. In addition, the professional course requirements for teacher certification at the secondary school level (9-12) are offered for those majoring in other subject areas.

Department of Education

This department, within the framework of the liberal arts and sciences curricula, offers programs in early childhood, intermediate, and secondary education which fulfill the requirements for a North Carolina Class *A* certificate. The requirements for teacher certification are coordinated with the requirements for the major field of concentration and the general requirements for the Baccalaureate degree. The department is conceived as a cooperative enterprise of the entire faculty. In preparing students for

public school teaching the following things are emphasized: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) preparing the student to become an integral part of his community.

Majors offered by the Department: Bachelor of Science in Early Childhood Education, Bachelor of Science in Intermediate Education, and Bachelor's degree with Certification in Secondary Education with a major in one or more of the following areas: Bible, Business, English, French, Health and Physical Education, Mathematics, Natural Science, Social Science, and Spanish. Refer to the appropriate departments in other divisions for specific requirements.

DESCRIPTION OF COURSES

ED 210. Reading (K-3). Deals with the teaching of reading from the kindergarten through the third grade. 3-0-3.

ED 212. Reading (4-9). Deals with the teaching of reading in the intermediate grades. 3-0-3.

ED 220. Children's Literature. A critical study of classical and current books with aids and criteria for selection. The use of books for curricular and leisure purposes. Extensive examination and reading of books and materials for children. 3-0-3.

ED 310. Materials and Media. Deals with materials, sources, and creativity in the preparation, utilization, and evaluation of teaching aids and materials. Also teaches the use and operation of educational equipment. 3-0-3.

ED 340. Curriculum. A study of the trends and organization of the curriculum, lesson planinng, unit construction, and activities. 3-0-3.

ED 410. Social and Philosophical Foundations of Education. A study of the social, cultural and philosophical influences upon the development of the child and our educational system. 3-0-3.

ED 420. History of American Education. A study of the origin and development of education in the United States to include organization, administration, support, trends, issues, and innovations. 3-0-3.



ED 425. Parent, School and Community. Activities, organizations and their relationships. A historical and philosophical background for these relationships and how they affect and involve young children. 3-0-3.

ED 430. Methods of Teaching. Designed to provide an adequate understanding and application of the wise use of materials and methods appropriate to the subject or grade level being taught. See the appropriate department for the subject of interest. 3-0-3.

ED 440. Curriculum (methods). Techniques of analyzing individual needs, tests grading, reporting, creativity in teaching, teaching the gifted and disadvantaged. Methods in the subject matter involved. 3-0-3.

ED 450. Student Teaching. An eight week period of supervised student teaching designed to provide the full range of teacher's work and its interlocking relationships. Ninety to one hundred fifty clock hours of actual classroom teaching experience is required. This must be in specific field or grade level for which the student is preparing. 0-full time for 8 weeks-6.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Early Childhood Education

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Life Science SE 101, and Physical Science SE 102, Mathematics ME 203, American History 201, 202 and Art Skills and Appreciation AE 301 must be taken and will count as 18 Basic Course Requirements.	
Major (Professional Educational)	30
Reading (K-3) ED 210; Children's Literature ED 220; Materials and Media ED 310; Curriculum ED 340, ED 440; Social and Philosophical Foundations of Education ED 410; Parent, School, and Community ED 424; Student Teaching ED 450; Educational Psychology 303.	
Supportive Studies (Required Subject Matter)	25
Art Skills ED 302, Cultural Anthropology 320, English 354, Geography 101, Music Skills and Appreciation ME 240, Music Education Materials ME 340, Health Education HE 320, School Activities (Early Childhood) PE 301, United States Government 202.	
Complementary Requirements	6
General Psychology 201, Child Psychology 301.	
Complementary Electives	11

These courses may be selected from skills courses in Music and Art (especially Crafts), Social Science, etc., as approved by the faculty adviser.

Free Electives	12-0
Chapel	4
Total	128

The Bachelor of Science Degree
With a Major in Intermediate Education

	Semester Hours
Basic Course Requirements (Group A, B, or C) Art Skills and Appreciation AE 301, Life Science 101 and Physical Science 102, Mathematics 203, and General Psychology 201, Geography 101 (or Government 202), which are quired, will satisfy the Basic Course Requirements.	40-52
Major (Professional and General Education) Reading (4-9) ED 212, Children's Literature ED 220, Materials and Media ED 310, Social and Philosophical Foundations of Education ED 410, History of American Education ED 420, Methods of Teaching ED 430, Adolescent Psychology 302, Educational Psychology 303, Student Teaching ED 450.	30
Supportive Studies (First Academic Concentration) An academic concentration of at least 18 hours is required from one of the following: Art, Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science (6 of the 24 are counted elsewhere).	18
Complementary Requirements (Special Subjects) Cultural Anthropology 320, English 354, Health Education (4-9) HE 320, Mathematics ME 204, Music Skills and Appreciation ME 240, School Activities (4-9) PE 301.	16
Free Electives	20-8
Chapel	4
Total	128

The Bachelor's Degree
With Preparation for Secondary (10-12) Teacher Certification
(see the Department of interest)

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of man. The Department requires an undergraduate program of 36 semester hours for those majoring in psychology and offers one or more courses as required or elected by students from other departments of the College.

Major offered by the Department: Psychology

DESCRIPTION OF COURSES

201. General Psychology. A study of the general characteristics of human behavior, including motivation, learning, perception, emotions, and intelligence, with emphasis on the application of scientific methods to psychological investigation and on the biological bases of behavior and experience. 3-0-3.

202. Advanced General Psychology. A more detailed treatment of topics selected from those surveyed in General Psychology. Prerequisite: Psy. 201. 3-0-3.

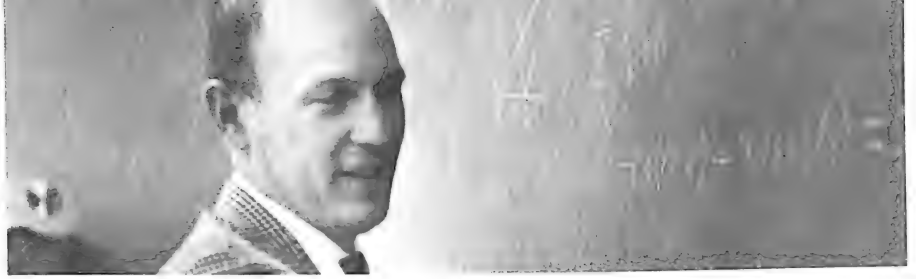
206. Developmental Psychology. The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution. Prerequisite: Psy. 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psy. 201. 3-0-3.

302. Psychology of the Adolescent. The study of individual and social development from early adolescence to early adulthood. Points of emphasis include the intellectual, physical, and emotional changes during adolescence and the resulting problems of adjustment peculiar to our culture. Prerequisite: Psy. 201. 3-0-3.

303. Educational Psychology. The psychology of learning, including: the nature of the learning process, a survey of contemporary learning theory, the course of learning and forgetting, factors influencing retention and transfer of training. Consideration is given to the role of learning in personality adjustment. Prerequisites: Psy. 201, 301 or 302. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*



305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psy. 201 and 202. 3-0-3.

306. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory Prerequisite: Psy. 201 and 202. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion (See Religious Education). 3-0-3.

401. Abnormal Psychology. Descriptive analysis of the major mental disorders with a canvassing of attempts at interpretation, and major types of therapy. Some observation of cases will be attempted. Prerequisite: Psy. 201, 202, and 305. 3-0-3.

402. Introduction to Counseling. A course designed to acquaint the student with the function of counseling and the basic approaches to counseling. Prerequisite: Psy. 201, 202, 305, and 401. 3-0-3.

403. Business and Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisite: Psy. 305. 3-0-3.

404. Psychological Measurement and Appraisal. An elementary treatment of the principles and techniques of psychological measurement. Emphasis is placed upon the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisite: 201, and 202. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: 201, 202, 303, and 306. 3-0-3.

406. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Psychology

	Semester Hours
Basic Course Requirements (Group A, B, or C)	40-52
Biology is recommended for the Science requirement.	
Major	36
General Psychology 201, Advanced General Psychology 202, Developmental Psychology 206, Child Psychology 301, Adolescent Psychology 302, Psychology of Personality 305, Introduction to Statistics 406.	
The additional 18 hours may be chosen from other Psychology courses.	
Supportive Studies	18
To be chosen from Sociology of Religion 356, Basic Christian Ethics 331, Psychology of Religion RE 374, General Chemistry, Physics, Histology, Creative Writing, Theatre Arts, Structure of English, Biology, General Science, Literature, Sociology, Anthropology.	
Complementary Electives	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	15-3
Chapel	4
Total	128



DIVISION OF FINE ARTS

The Division of Fine Arts is composed of (1) the Department of Art, (2) the Department of Music, and (3) the Department of Theatre Arts and Speech.

The objectives of the Division of Fine Arts are to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, to provide an opportunity to engage in creative activity as either spectator or participant, and to offer courses of interest for all students and of specialization for the major.

Department of Art

The Department of Art offers courses in art appreciation to fulfill the liberal arts philosophy of a well rounded student. The art appreciation courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped Western Civilization. In addition to art appreciation, the Department offers courses in applied art to meet teacher certification.

DESCRIPTION OF COURSES

FA 203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. Six clock hours per week. 1-4-3.

FA 205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosiacs, leather craft, rug hooking, mat weaving, metal enameling. etc. 0-6-3.

AE 301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

AE 302. Art Education Materials (Skills). This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 2-2-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

FA 304. Basic Drawing and Painting. Drawing and painting. Representation of still-life objects: the study of composition light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

AE 305. Arts and Crafts in The Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. Consideration will be given to the level of the elementary child's creative development relative to contemporary philosophy and psychology of art education. 2-2-3.

FA 306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

FA 307. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

FA 308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

FA 400. Modern Art History. A survey of the creative activity of Western man beginning with the neo-classic to contemporary art. The arts and movements are studied relative to political, philosophical, economic, and religious conditions of the period under consideration. 3-0-3.

FA 401. Independent Study. A specialized course for elementary teachers who have selected art for their eighteen (18) hours of concentration. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of chairman of art department. 0-6-3.

Department of Music

The aims and objectives of the Department of Music are to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music be maintained at a high standard of quality; and to prepare the student for advanced professional training; or a teaching career; or the ministry of music in churches.

Majors offered by the Department: Applied Music, Church Music, Church Music/Secretarial Science.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

DESCRIPTION OF COURSES
APPLIED MUSIC

Performance groups: (series 1)

111, 112. Bulldog Band. Band try-outs will be held at the beginning of each year. Students who desire to take band should have played in a band for at least one year. The college provides all major instruments and will provide "student" instruments as long as the supply lasts. 0-3-1, 0-3-1.

115, 116. Concert Choir. The College Concert Choir is composed of 40 voices chosen at the beginning of the year by the Director. The works memorized include the compositions of modern and ancient composers. In the second semester the Choir prepares a concert program which is presented at various churches in the vicinity of the College. 0-3-1, 0-3-1.

117, 118. Choral Ensemble. The Choral Ensemble is a mixed chorus of eighteen select voices determined by auditions held at the beginning of the year. Material studied includes secular selections for men's chorus, women's chorus, and mixed chorus. A unique group for those with some vocal ability. 0-3-1, 0-3-1.

Applied Music: (series 2)

021. Preparatory Piano. Emphasis is placed on accurate fingering, correct hand position, rhythm, tone production and accuracy of text. Major and minor scales in comfortable tempo, triads and arpeggios. Michael Aron's "Adult Beginner" is used, supplemented with suitable compositions from the varied schools. For beginning non-majors. No credit. ½-5-0 or 1-10-0.

121. Piano, Lower Division. All major and minor scales, tonic, dominant seventh and diminished seventh arpeggios, chords and octaves at a comfortable tempo. Technique studies, Bach Two-Part and Three-Part Inventions, Sonatas by Hadyn, Beethoven and Mozart, together with varied selections from the romantic, impressionistic and modern composers. For piano majors and those students who the piano instructor feels are capable of doing the work. ½-5-1 or 1-10-2.

321. Piano, Upper Division. Technical material as outlined in lower, but at a more rapid tempo. More difficult compositions from the varied schools. Ensemble work. For piano majors and others qualified to do the work. ½-5-1 or 1-10-2.

120, 220. Class Piano I and II. A course for beginning piano students including correct hand position, fingering, major and minor scales, technical studies and compositions in keeping with the development of the student. Meets twice a week in a class situation. 2-0-2, 2-0-2.

023. Preparatory Organ. Before studying organ the student should show a proficiency in piano playing. Students of varying degree of advancement are admitted to this course. Study materials used in this course are "The Organ" by Stainer, "Organ Study" by Nevins, pedal studies by Dudley Buck, "Eight Little Preludes in Fugue" by Bach, and simple compositions and hymns for service playing. No credit. ½-5-0 or 1-10-0.

123. Organ, Lower Division. Dickinson's "Technique and Art of Organ Playing," Bach's "Ausgewalte Werke fur Klein Orgel," pedal studies by Best, Mansfield, Bach, and Nilson. Chorales: Keller's "Eighty German Masters of the Seventeenth and Eighteenth Centuries," Remenschenider's "Liturgical Book" by Bach. Church compositions of the Romantic Period by composers such as Batiste and Guilmant. ½-5-1 or 1-10-2.

323. Organ, Upper Division. Continuation of pedal, chorale and Bach organ literature, adding "Alte Meisters des Orgel" I and II by Straube, and Bonnet's "Anthology of Organ" I to VI. ½-5-1 or 1-10-2.

025. Preparatory Voice. It is assumed that a student taking this course will either be a high school student, or a college student lacking sufficient piano and theoretical knowledge to enable him to obtain credit. No credit. ½-5-0 or 1-10-0.

125. Voice, Lower Division. Fundamentals of vocal technique, including posture, breathing, tone production and diction, technical exercises with musical figures for the development of vocal freedom. The study of songs from the classical literature stressing English, Italian and French pronunciation. Voice majors should have a practical knowledge of the piano. ½-5-1 or 1-10-2.

325. Voice, Upper Division. Technical work continued on a more advanced level. In addition to English and Italian songs of freshman year, moderately difficult songs by French and German composers of romantic and contemporary literature are added. French and German pronunciation. ½-5-1 or 1-10.2.

427. Ensemble (Piano, Organ or Voice). An investigation and study by advanced students of the material for two pianos, piano and organ, four handworks, operatic and oratorio duets and quartets. 0-2-1.

Applied Music: (series 3) (not offered in 1969)

031. Brass Instruments. ½-5-1 or 1-10-2.

033. Percussion Instruments. ½-5-1 or 1-10-2.

035. String Instruments. ½-5-1 or 1-10-2.

037. Woodwind Instruments. ½-5-1 or 1-10-2.

THEORETICAL MUSIC

161, 162. Music Theory I and II. Offered to music majors and to those of similar musical comprehension. It includes fundamentals of music, notation, scales, chords, sight-singing, melodic and rhythmic dictation. Less difficult keyboard and written harmony and elementary modulation. 3-2-4, 3-2-4.

261, 262. Harmony I and II. Offered to music majors and to those of similar musical comprehension. It is a continuation of keyboard and written harmony but is a more advanced presentation. 3-0-3, 3-0-3.

362. Counterpoint. A course designed to help the student understand contrapuntal and canonic devises as used in 17th and 18th century music. 2-0-2.

363, 364. Conducting I and II. Fundamentals of basic techniques as related to small and large performing groups. 2-0-3, 2-0-2.

461. Form and Analysis. The study of instrumental and vocal forms as used by composers of 18th, 19th, and 20th centuries. 3-0-3.

462. Composition and Arranging. An opportunity is given the student to write original compositions and to arrange other compositions for vocal and/or instrumental groups usually found in the service of the church. 3-0-3.

LITERATURE AND HISTORY OF MUSIC

150. Music Appreciation. This course is designed for the non-music major who wishes to acquire a keener appreciation of fine music. A study is made of the style and idiom of outstanding composers of the baroque, classic, romantic, impressionistic and modern periods. Their music is related to the historical eras in which they lived. Representative works of these composers are heard on records, with special emphasis being placed on symphonic literature. The aural ability to recognize orchestral instruments and identify themes from various compositions is stressed. Recital and concert attendance is emphasized. 3-0-3.

252. Music Literature. An introductory course leading to the study of the history of music with emphasis on the major areas and changes in music through the centuries. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

351, 352. Music History I and II. A study of the history of music from its known beginnings to the present day with History II starting with 15th century music. Included is the history of church music and its relationship to present day use. 3-0-3, 3-0-3.

451. Piano Literature. An individual investigation of the materials available to pianists with analysis of problems inherent in the individual composition and its relationship to the styles and techniques of the period from which it stems. 3-0-3.

453. Organ Literature. (Same as 451 except with organ material.) 3-0-3, 3-0-3.

455. Voice Literature. (Same as 451 except with vocal material). 3-0-3.

457. Hymnology. A study and investigation of the music used in congregational singing and a comparison of hymn singing in all major denominations. 3-0-3.

MUSIC EDUCATION

ME 204. Music Skills and Appreciation. A course for elementary classroom teachers which include basic music skills, use of simple melodic and rhythmic instruments (chord type) and music materials usually associated with elementary classroom activity. 3-0-3.

ME 340. Music Education Materials (Skills). A course for elementary classroom teachers with emphasis on the use of music materials. The student is expected to have a rudimentary knowledge of the piano keyboard and of basic music theory. Prerequisite: MU. 120 (Class Piano I or permission of instructor). 3-0-3.

ME 441. Church Music Repertoire. An investigation and study of music used in the service of the church by choral groups and the problems associated with performing groups. 3-0-3.

ME 442. Church Music Seminar. An exchange of ideas and discussion of problems encountered in MU. 444-Field Work with the college sponsor. 1-2-2.
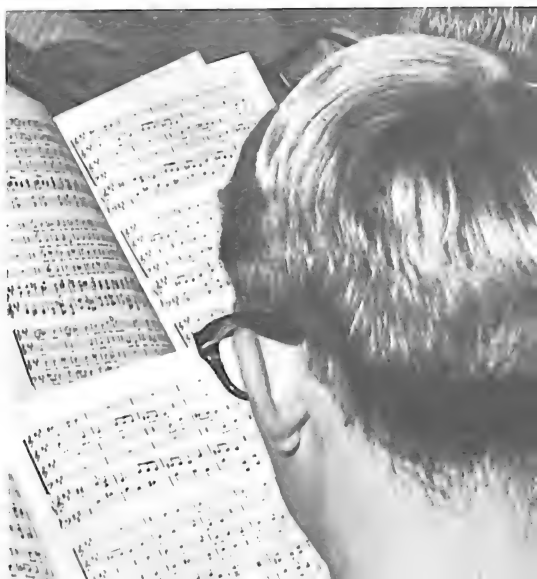
ME 443. Church Music Administration. A course in the development of a full music program with emphasis on system, alternates, calendars, organization of officers, and their practical application. 3-0-3.

ME 444. Field Work. An off-campus 8 week in-service program in which the student is responsible for, and is working with, a church music program under the supervision of the college sponsor. 0-full time-6.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in Applied Music

	Semester Hours
Basic Course Requirements (Group A) Music History I 351, which must be taken, will satisfy the Fine Arts requirement.	40-52
Major Applied Major—16 hours in the major field of specialization, Music Theory I 161, II 162, Harmony I 261, II 262, Counterpoint 362, Form and Analysis 461, Composition and Arranging 462.	38
Supportive Studies Applied Minor—4 hours in the minor field of specialization, Conducting I 363, II 364, Ensemble 427, Music History II 352, Music Literature 252, 3 hours from Music 451, 453, or 455. All Applied Music Majors are required to participate in a performing group each semester (non-credit).	18
Complementary Electives Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
Free Electives	13-1
Chapel	4
Total	128



The Bachelor of Arts Degree
With a Major in Church Music

Basic Course Requirements (Group A)	40-52
Music History I 351, which must be taken, will satisfy the Fine Arts requirement.	
Major	36
Music Theory: Music Theory I 161, II 162, Harmony I 261, II 261, Counterpoint 362, Form and Analysis 461, Composition and Arranging 462.	
Applied Major: 14 hours in the major field of specialization.	
Supportive Studies	29
Applied Minor—2 hours in the minor field of specialization, Music Literature 252, Music History II 352, Conducting I 363, II 364, Church Music Administration 443 (or Church Administration), Religious Education 373, Church Music Repertoire 441, Church Music Seminar 442, Field Work 444, Hymnology 457. All Church Music Majors are required to participate in a performing group seven semesters (noncredit).	
Complementary Requirements	
Nine hours are counted in Basic Course Requirements.	
Complementary Electives	6
Six hours must be taken from other area(s) not directly related to the Major (such as English, Social Science, Mathematics, etc.), as approved by the faculty adviser.	
Free Electives	13-1
Chapel	4
Total	128

The Bachelor of Arts Degree
With a Major in Religious Education/Church Music
(See the Division of Religious Studies)

The Bachelor of Arts Degree
With a Major in Church Music/Secretarial Science

	Semester Hours
Basic Course Requirements (Group A)	40-52
Music History 351, which is required, will satisfy the Fine Arts requirement.	

Major (Area of Concentration I)	48
Music Theory I 161, II 162, Applied Music—Major 12 hours, Harmony I 261, II 262, Music History 352, Church Music Administration 443, Hymnology 457, Church Music Repertoire 441, Conducting I 363, Field Work 444, Church Music Seminar. All Church Music/Secretarial Science Majors must participate in a performing group seven semesters (non-credit).	
Supportive Studies (Area of Concentration II)	23
Secretarial Science 305, 306 (Shorthand), 307, 308 (Typing), 405, 406 (Shorthand), 407, 408 (Typing), 404 (Secretarial Practice).	
Complementary Requirements	
Fourteen hours are counted in Basic Course Requirements.	
Complementary Electives	1
Other area not directly related to the Major, as approved by the faculty adviser.	
Free Electives	12-0
Chapel	4
Total	128



Department of Theatre Arts and Speech

The objectives of the Department of Theatre Arts and Speech are twofold:

1. To promote the individual's effective oral communication of his ideas, attitudes and concepts in today's complex social structure.
2. To provide a study of theatre and speech as creative arts.

Major Offered by the Department: Theatre Arts.

DESCRIPTION OF COURSES
THEATRE ARTS

101. The Art of the Drama. The analysis of types of drama as an artistic, literary form. 3-0-3.*

102. Theatrical Backgrounds of the Drama. The interplay between the Drama (literary form) and its production. 3-0-3.

201. Stagecraft I. The construction and painting of scenery and properties. 2-2-3.

202. Stagecraft II. Lighting, costuming, and make-up. 2-2-3.

203. Applied Theatre. Participation in college productions. 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 2-2-3.

212. Advanced Acting. Vocal expression of character and the critical analysis of the playwrights techniques in characterization. 2-2-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. Drama as religious expression. 3-0-3.

305. Children's Theatre. Drama and theatre designed for the pre-teenager. (Alternate with 307). 3-0-3.

307. Playwriting. Sharing of experience and analysis in the writing of stage plays. (Alternate with 309). 3-0-3.

308. Scene Design. Principles of Scene Design. 2-2-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

309. Dramatic Criticism. Analyses of drama approached from the critical concepts of Aristotle, Johnson, Brunetiere, Henry, Arthur, Anderson, and others. 3-0-3.

401, 402. Directing. An analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

411. Pre-Modern Drama. Significant drama to the time of Ibsen. 3-0-3.

412. Modern Drama. Significant drama and movements from Ibsen to the present. 3-0-3.

414. Seminar in Drama. Detailed study of a playwright or a period. 3-0-3.

415. Seminar in Theatre. Detailed study of a technical area of production. On demand. 3-0-3.

416. Independent Study. To be arranged by the chairman of the department. 0-0-1 to 3.

SPEECH

101. Introduction to Speech. The mechanics of speech with special emphasis on defective speech habits and suggestions for their correction. 3-0-3.

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

203. Applied Debate. Participation on the college Debate Team. May be taken for no more than four semesters. 0-Performances-1.

206. Argumentation and Debate. The philosophy and methods of argumentative discourse. 3-0-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. (Alternate with 305). 3-0-3.

302. Advanced Public Speaking. Advanced Public Address. (Alternate with 308). 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience the intended meaning of the printed page. 3-0-3.

308. Fundamentals of Discussion. The principles and processes of group discussion in policy making situations. (Alternate with 302). 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in Theatre Arts

		Semester Hours
Basic Course Requirements (Group A)		40-52
The Art of Drama 101 is required and meets the Fine Arts requirement.		
Major		36
Theatre Arts 101 (counted above), 102, 201, 202, 211	12	
Theatre Arts 212 or 214	3	
Theatre Arts 301, 305, or 307	3	
Theatre Arts 308 or 309	3	
Theatre Arts 401, 402, 411, 412	12	
At least six hours must be in dramatic literature from the aforementioned courses.		
English 402 (Shakespeare)	3	
Supportive Studies		16
Applied Theatre	4	
The other courses may be chosen from Art, Music, English, and Psychology	12	
Complementary Electives		15
These may be chosen from Business Administration, Biology, Foreign Languages or any other field of interest to the student not directly related to the Major, as approved by the faculty adviser.		
Free Electives		17-5
Chapel		4
Total		128



DIVISION OF HEALTH EDUCATION AND PHYSICAL EDUCATION

The objectives of Health Education and Physical Education are:

1. To help to prepare each individual to be physically fit and to live a healthier life in our modern society.
2. To develop neuromuscular skills and abilities.
3. To develop an interest in activities for worthy use of leisure time.
4. To develop an ethical character.
5. To develop and maintain a healthy body.

Each student who expects to earn a bachelor's degree in any field at Gardner-Webb is required to earn a minimum of two semester hours credit in physical education. Physical Education 101 is required of all students with the following exceptions: (1) For students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 212. The other required hour may be chosen from P. E. courses 102 through 206. All physical education students are expected to wear regulation uniforms which may be purchased from the college bookstore. A gym fee of $7.50 is required for each activity course.

Major offered by the Department: Health Education and Physical Education



DESCRIPTION OF COURSES

Physical Education Activity Courses

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer or Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics and Trampoline. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

106. Rhythm and Movement. 0-2-1.

108. Adaptive Activities. 0-2-1.

109. Adaptive Activities. 0-2-1.

201. Tennis and Badminton. 0-2-1.

202. Team Sports. 0-2-1.

203. Advanced Swimming. 0-2-1.

204. Archery and Bait Casting. 0-2-1.

205. Track and Field and Weight-Training. 0-2-1.

206. Golf and Bowling. 0-2-1.

PHYSICAL EDUCATION

210. Introduction to Physical Education. A course designed to orient the student to the profession of Physical Education. 2-0-2.

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

212. Individual and Dual Activities. A course in individual and dual activities for Physical Education major. 2-1-2.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

304. Techniques in Team Sports. Techniques and skills: coaching and officiating in basketball, soccer, speedball. 2-1-2.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

305. Techniques in Team Sports. Techniques and skills: coaching and officiating in volleyball, softball, track and field. 2-1-2.

306. Baseball and Track Coaching Methods. A course presented by means of classroom instruction and field demonstration, the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presented by means of classroom instruction and gym demonstrations of the various systems used in basketball coaching. 2-1-2.

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

401. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-0-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. An instructor's uniform is required for each person taking this course. Open only to Physical Education majors and minors. Prerequisite: 332. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Anatomy and Physiology. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring or minoring in physical education. Emphasis placed on the physiology of muscles and nerves. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-0-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

430. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice and program building in physical education covering secondary school activities. 3-0-3.

HEALTH EDUCATION

121. Safety and First Aid. A course designed to train and qualify students as instructors in general safety and first aid. 2-0-2.

221. Personal and Community Health. A thorough study of the health problems of the individual, school, and community. 2-0-2.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. Prerequisite: Health 221. 2-0-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. Prerequisite: Health 221. 2-0-2.

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy and treatment of various injuries. Fee $3. 2-0-2.

411. Principles of Public Health. A study of the basic principles of public health, organization and administration of school-community health. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and administration of driver education and safety problems. Fee $15. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Health Education and Physical Education
With Preparation for Secondary (9-12) Teacher Certification
in North Carolina



	Semester Hours
Basic Course Requirements (Group A, B, or C)	48
Biology 101, 102; 203, 204 and Kinesiology 405 (or Physiology of Exercise 406) will satisfy the Science requirement. History 201 and 202 will count as the additional 6 hours of Social Science. Physical Education 212 will be substituted for Physical Education 101 and 102.	
Major	33
General Theory	11
Physical Education 210, 211, 408, 409	
Theory	12
Twelve hours from Physical Education 301, 303, 304, 305, 309, 401, 402, 403, 404, 407, 410.	
Health Education	10
Health Education 221, 321, 421, and 3 hours from 121, 411, 431.	
Supportive Studies	24
Education 410, 420, 450, 430	15
Psychology 201, 302, 303	6
Complementary Electives (Second Teaching Field)	18
Every Health Education and Physical Education Major is expected to have a second teaching field. This area of study is to be approved by the faculty adviser.	
Free Elective	1
Chapel	4
Total	128

DIVISION OF LANGUAGES AND LITERATURE

Language not only conveys thought but helps shape it. The Division of Languages and Literature seeks to develop a better understanding of one's national and international environment through language learning experiences, giving students an understanding and tolerance of other peoples and their cultures. It seeks to discover new avenues of thinking and to develop an insight into the thoughts and feelings of others. It strives to give an appreciation of life's aesthetic values, to develop talents for practical use in the many fields of endeavor, to provide a knowledge and appreciation of the ideas expressed in the literary classics, and to develop the ability to use one or more languages correctly and effectively in writing and speaking. Language is the medium of exchange in all fields of endeavor.

The Division includes the Department of Ancient Languages and Literature, the Department of English Language and Literature, and the Department of Modern Foreign Languages and Literature.

Department of Ancient Languages and Literature

The study of Ancient Languages and cultures has exerted powerful forces that have generally shaped and given distinction to the Humanities. They have helped and continue to succor us in keeping alive and fostering a cultural heritage that is still at the core of human values in Western Civilization.

In their great literature the Hebrews, Greeks, and Romans saw and clearly mirrored so much of the human situation and the human conditions. In the expression of inmost thoughts, they presented their visions in such marvelous language that we borrow many of their methods for our most modern literature.

In the classroom at Gardner-Webb College our philosophy in teaching Ancient Language and Literature is to help the student acquire a mastery of syntax and grammar that will enable him to explore on his own the vast treasures to be found in the writings of Hebrew, Greek, Latin, and other authors.

Majors offered by the Department: Biblical Languages and Classical Languages

DESCRIPTION OF COURSES

ARAMAIC

101. Elementary Biblical Aramaic. A study of the fundamentals of grammar and syntax with some emphasis on vocabulary. Prerequisite: Hebrew 101, 102. 3-0-3.*

102. Elementary Biblical Aramaic. A continuation of the study of grammar and syntax with special emphasis on vocabulary and the reading of the Aramaic portions of the Old Testament. Prerequisites: Hebrew 101, 102, Aramaic 101. 3-0-3.

GREEK

101, 102. Elementary New Testament Greek. A study of the grammar, structure, syntax, and vocabulary of Koine Greek as reflected in the New Testament. 3-0-3, 3-0-3.

200. New Testament Textual Studies. A study of the manuscripts (as to their age, value, types, families, etc.) texts, composition, textual variations (including the reasons, types, significance, etc.), textual notes, textual apparatus and the outer and inner marginal notes of the Greek New Testament. Prerequisite: Greek 101, 102. 3-0-3.

201, 202. Intermediate New Testament Greek. A comprehensive and detailed review of grammar with the reading and exegesis of selected portions of the Greek New Testament. Prerequisite: Greek 101, 102 or its equivalent. 3-0-3, 3-0-3.

300. Greek Civilization. A survey of Greek civilization as reflected in the outstanding historical and literary works of the Classical and related periods. 3-0-3.

301, 302. Advanced New Testament Greek. The principles of textual criticism and exegesis applied to the study and translation of Paul's Letters. Offered in alternate years. Prerequisite: Greek 201, 202. 3-0-3, 3-0-3.

303, 304. Advanced Classical Greek. Selected reading from Classical Greek writers. Offered as a substitute for 301, 302, or 401, 402 when demand warrants. Prerequisite: Greek 201, 202. 3-0-3, 3-0-3.

401, 402. New Testament Greek Exegesis. An intensive study of the Greek text of the Synoptic Gospels and Acts, using the principles of exegesis and textual criticism. Prerequisite: Greek 201, 202. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

HEBREW

201-202. Elementary Biblical Hebrew. The history and growth of the Hebrew Language from its earliest stages to its rebirth as a modern spoken language are briefly surveyed. The more obvious differences between Classical and Modern Hebrew are given some attention. However, the primary emphases of the course are the elementary aspects of Biblical Hebrew grammar and syntax. During the second semester selected portions of the Hebrew Bible are studied from an inductive viewpoint. Throughout the course, special attention is given to vocabulary, using *Lists of Words Occurring Frequently in the Hebrew Bible* by John D. W. Watts. Open to all students. 3-0-3, 3-0-3.

300. Biblical Hebrew Textual Studies. A study of the manuscripts (as to their age, value, types, families, etc.) texts, composition, textual variations (including the reasons, types, significance, etc.), textual notes, textual apparatus and the outer and inner marginal notes of the Hebrew Old Testament. Prerequisite: Hebrew 201-202. 3-0-3.

301-302. Intermediate Biblical Hebrew. In this phase a more detailed study of the Phonology, Morphology, and Syntax of Biblical Hebrew is undertaken. More attention is given to word formation and the historical development of the language. Ruth, Jonah, and other specially selected portions of the Hebrew Bible are read. Reading the Hebrew Bible, as a means of reinforcing grammar and syntax and building an extensive vocabulary, is a major emphasis of this course. Prerequisite: Hebrew 201-202. 3-0-3, 3-0-3.

LATIN

101, 102. Elementary Latin. A study of the declensions, conjugations, syntax, English derivatives, and Roman background. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. A continuation of the study of grammar and syntax with more advanced translations. Prerequisite: Latin 101, 102 or its equivalent. 3-0-3, 3-0-3.

300. Roman Civilization. A survey of Roman civilization. 3-0-3.

301, 302. Roman Literature. A survey of Latin literature with special consideration being given to outstanding representative writers. Translation of the prose of Livy, Pliny, and the poetry of Horace. Prerequisite: Latin 201, 202. 3-0-3, 3-0-3.

HIS 310. Ancient World. (see History) 3-0-3.



DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in Biblical Languages

	Semester Hours
Basic Course Requirements (Group A) ..... The first two years of Greek will fulfill the Foreign Language requirement.	52
Major ..... Greek 101, 102, 201, 202 (counted in the Basic Course Requirements); Greek 200, 301, 302; Hebrew 101, 102, 200, 201, 202; Aramaic 101, 102.	30
Supportive Studies ..... Another Foreign Language, Ancient History, Classical Civilization, English Linguistics, Religion, Religious Education.	15
Complementary Electives ..... Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
Free Electives	12
Chapel	4
Total	128

The Bachelor of Arts Degree
With a Major in Classical Languages

Basic Course Requirements (Group A) ..... The first two levels of either Greek or Latin will satisfy the Foreign Language Requirement.	40-52
Major ..... Greek 101, 102, 201, 202 (counted in the Basic Course Requirements); Greek 200, 301, 302; Greek Civilization 300, Roman Civilization 300; Ancient World 310; Latin 101, 102, 201, 202, 301, 302 (or Greek 303, 304 for 301, 302).	36
Supportive Studies ..... Ancient History, English Linguistics and Literature, French, German, Spanish, Religion.	15
Complementary Electives ..... Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
Free Electives	18-6
Chapel	4
Total	128

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write with maturity and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of the great writers in the language.
3. To develop a keen, critical appreciation of that literature.
4. To enjoy life culturally and aesthetically as a result of his literary experience.
5. To integrate his studies with world thought in order to comprehend and shape the contemporary scene.

Major offered by the Department: English

DESCRIPTION OF COURSES

91. Writing Laboratory. Designed to aid any student in correcting deficiencies. The student may be a member through assignment by the Depart-

ment, through referral by other Departments, or through his own desire to increase his competence. Attention personal. May be taken concurrently with 101. 0-as needed-0.

101, 102. Composition. Writing in response to ideas expressed in great literature. First semester, great American works. Second semester, great world works; research paper. 3-0-3, 3-0-3.

231. English Masters. Representative writers from major literary periods to the present. 3-0-3.

232. American Masters. Representative writers from the beginning to the present. 3-0-3.

311. Medieval Literature. The beginnings to 1500. 3-0-3.

315. Non-Dramatic Literature of the Renaissance. Poetry and selected prose, with emphasis on new literary forms. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

321. Romantic Literature. Major poetry, selected criticism. 3-0-3.

322. Victorian Literature. Poetry; selected prose showing critical and intellectual trends. 3-0-3.

331. Twentieth-Century Literature. Representative fiction and poetry of England and America. 3-0-3.

341. The American Novel. Representative authors and types from the beginning to the present. 3-0-3.

342. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

352. Literary Criticism. Major critical approaches from Aristotle to the present applied to several English and American works. 3-0-3.

353. Development of the English Language. Origin, structure, development, showing changes in vocabulary, meaning, pronunciation, grammar; study of dialectal differences. 3-0-3.

354. The Structure of English. Recent descriptive and analytical methods of linguistics applied to English, stressing structural and generative grammar. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

362. Writing Seminar. Guidance in writing of poetry, fiction, or essays, as elected. Prerequisite: permission of instructor. (Or Theatre Arts 307.) Both may not be taken for credit. 3-0-3.

402. Shakespeare. Representative plays. 3-0-3.

403. Seminar in American Literature. Subjects of the seminar will change as needed and desired. For 1969: Southern Writers (Wolfe, Faulkner, Caldwell, McCullers, Dixon). 3-0-3.

430. Methods of Teaching English. Principles, methods, and materials for the teaching of English in the secondary schools, with stress on the teaching of composition. (Does not count toward the major but counts toward State requirement.) 3-0-3.

Theatre Arts 411 (Pre-Modern Drama), 412 (Modern Drama), and 414 (Seminar in Drama) count fully toward the English Major (see Theatre Arts.)

Note on Numbering of Courses: For all courses above 300, odd-numbered courses occur in the fall semester and even-numbered courses in the spring semester.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in English

	Semester Hours
Basic Course Requirements (Group A)	40-52
Major	30
After English 101, 102, any ten courses, but must include English 402 and one course in American Literature.	
Supportive Studies	15
Selected from Speech courses: History 301, 310, 311, 312, 317, 322, 323, 337, 338; Latin 301, 302; French 205, 206, 303, 304; Spanish 205, 206, 303, 304; Theatre Arts 201, 202, 309.	
Complementary Studies	15
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	24-12
Chapel	4
Total	128

The Bachelor of Arts Degree
With a Major in English
With Preparation for Secondary (9-12) Teacher Certification

Basic Course Requirements (Group A) ..... Psychology 201 and 302 must be taken and will satisfy the additional Social Science requirement.	40-52
Major ..... After English 101, 102 (counted in the Basic Course Requirements), any ten courses, but must include English 353, 354, 402, and one course in American Literature.	30
Supportive Studies (Professional Education) ..... Educational Psychology 303, Social and Philosophical Foundations of Education ED 410, History of American Education ED 420, Methods of Teaching (English) EE 430, Student Teaching ED 450. General Psychology 201 and Adolescent Psychology 302 are counted in the Basic Course Requirements.	18
Complementary Studies ..... Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	18
Free Electives	18-6
Chapel	4
Total	128



Department of Modern Foreign Languages and Literature

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

All students who have had two years of a foreign language in high school and either did not pass or did not take the placement examination in that language are expected to begin with course 102 if they continue in that language. They will receive no credit for 101.

Majors offered by the Department: French and Spanish

DESCRIPTION OF COURSES
FRENCH

101, 102 Elementary French. Fundamentals of French grammar, with special emphasis on pronunciation, assimilation of the usual vocabulary and essential structures of the language. 3-2-3, 3-2-3.

201, 202. Intermediate French. A review of grammar and composition, a study of selected works from outstanding French writers, and intensive oral practice. Prerequisite: French 102 or two units of high school French or its equivalent. 3-2-3, 3-2-3.

301, 302. Advanced French Grammar. Composition, and Conversation. Intensive oral and written work in the language, book reports on collateral reading, and training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. A survey of the literature of France from the Old French period to the present. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

305. French Civilization. A survey of French history and civilization from early times to the present day. Prerequisite: French 201, 202 or its equivalent. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201, 202 or its equivalent. 3-0-3.

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected novels, plays, and short stories. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading in the field of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

430. Methods of Teaching French. Special consideration is given to the methods, materials, and techniques of teaching French as a Foreign Language. The course is required of all students planning to teach French in grades 10 - 12. 3-0-3.

GERMAN

101, 102. Elementary German. Simple grammatical constructions, introduction of a practical vocabulary, and a presentation of the life, customs, and manners in German speaking countries. 3-2-3, 3-2-3.

201, 202. Intermediate German. A review of grammar and composition, a study of selected works from outstanding writers of Germany, and intensive oral practice. Prerequisite: German 102 or its equivalent. 3-2-3, 3-2-3.

SPANISH

101, 102. Elementary Spanish. Fundamentals of Spanish grammar, pronunciation, conversation and reading of easy stories. 3-2-3, 3-2-3.

201, 202. Intermediate Spanish. A review of grammar and composition, a study of selected works from outstanding writers of Spain and Spanish America, and intensive oral practice. Prerequisite: Spanish 102 or its equivalent. 3-2-3, 3-2-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Intensive oral and written work in the language, book reports on collateral reading, and training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. A survey of the literature of Spain from the earliest periods to the present day. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. A survey of Spanish history and civilization from early times to the present day. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature. Reading and discussion of selected novels, plays, and short stories. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading in the field of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

430. Methods of Teaching Spanish. Special consideration is given to the methods, materials, and techniques of teaching Spanish as a Foreign Language. The course is required of all students planning to teach Spanish in grades 10-12. 3-0-3.





DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in French

Basic Course Requirements (Group A)	40-52
Major French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	30
Supportive Studies English Literature, another Foreign Language, History, Linguistics, Advanced English Grammar and Composition.	18
Complementary Studies Mathematics, Theatre Arts, Speech, Psychology, Sociology, Music Appreciation, Art Appreciation, Science.	18
Free Electives	12-6
Chapel	4
Total	128

The Bachelor of Arts Degree With a Major in French With Preparation for Secondary (9-12) Teacher Certification (see Departmental Chairman)

The Bachelor of Arts Degree
With a Major in Spanish

Basic Course Requirements (Group A)	40-52
Major Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	30
Supportive Studies English Literature, another Foreign Language, History, Linguistics and Advanced English Grammar and Composition.	18
Complementary Studies Mathematics, Theatre Arts, Speech, Psychology, Sociology, Music Appreciation, Art Appreciation, Science.	18
Free Electives	12-6
Chapel	4
Total	128

The Bachelor of Arts Degree With a Major in Spanish
With Preparation for Secondary (9-12) Teacher Certification
(see Departmental Chairman)



DIVISION OF MATHEMATICS AND NATURAL SCIENCE

This division is divided into two departments: (1) the Department of Biology, Chemistry, and Geology, and (2) the Department of Mathematics and Physics.

The courses are planned and presented in such a way as to give the student a strong undergraduate major in Biology, General Science, Mathematics, and some work in Physics and Geology. Certification requirements for secondary teachers will be offered. Also the science required for grades K-3 and 4-9 certification is offered. Students planning to enter Engineering, Medicine, Dentistry or other scientific fields will find that the courses in this division proved adequate foundaton for further study in higher institutions and are suitable for transfer.

Department of Biology, Chemistry, and Geology

Courses in Biology and Chemistry help to develop a better understanding of living things and the properties and chemical composition of the material world. Students majoring in this department may prepared for graduate study, for teaching, and for professional study in medicine, dentistry, pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

Majors offered by the Department: Biology, General Science (Biology Concentration), and General Science (Chemistry Concentration).

DESCRIPTION OF COURSES
BIOLOGY

101, 102. General Biology. An introductory survey of the plant and animal kingdoms. Attention is given to principles, processes, morphology, physiology, ecology, heredity, evolution, cellular, and molecular biology. 3-3-4, 3-3-4.

201. Invertebrate Zoology. A study of the structure, physiology, and taxonomy of the invertebrates. Prerequisite: Biology 101-102. 2-4-4.

202. Vertebrate Zoology. A systematic survey of the major groups of vertebrate animals. Prerequisite: Biology 101-102. 2-4-4.

203, 204. Human Anatomy and Physiology. A Study of the structure and functions of the human body including the skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive systems. 2-3-3, 2-3-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4.

207, 208. Botany. The morphology, physiology, reproduction and ecological relationships of plants. Special emphasis is placed on recent research related to this field. 2-3-3, 2-3-3.

210. Botany (Identification of Trees and Shrubs). 1-4-3.

301, 302. Genetics. A study of the principles of heredity, their applications to plant and animal breeding, and their significance in human inheritances.* 3-0-3, 3-0-3.

305, 306. Seminar. Directed reading, study, and discussion designed to reemphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 305, 306, and Seniors in 405, 406. Required for all majors. 1-0-1, 1-0-1.

401. Histology. The microscopic anatomy of cells, intercellular substances, tissues, organs, and physiological manifestations of each. 2-4-4.

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Man's self inflected problems, such as pollution are investigated. Much field work is done. 2-3-3.

403. Nature Study. Planned for teachers who wish to use the nature materials provided by their environment. (Summer only for non-majors). 0-6-3.

405, 406. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-3-1, 0-3-1.

**Special emphasis is placed on recent research related to this field.*

CHEMISTRY

101, 102. General Chemistry. Introduction to chemistry emphasizing fundamental laws and theories of chemical principles and their application. Subject matter covered includes atomic equilibria, introduction to nuclear and organic chemistry, in addition to the study and preparation of the more common elements and compounds with the periodic chart as the background of theory. Problem working is stressed. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. The recitation lecture is the same as Chemistry 102. The laboratory differs from Chemistry 102 in that approximately three-fourths of Chemistry 104 laboratory work will be devoted to qualitative analysis for cations and anions by means of semimicro procedure. 3-3-4.



201, 202. Organic Chemistry. A study of the fundamental chemistry and structure of aliphatic and aromatic series, some of their derivatives such as alcohols, fats, protein, etc. The laboratory work will involve the preparation, purification and properties of some typical organic compounds. Prerequisite: Chemistry 101, 102 or 104. 3-3-4, 3-3-4.

301. Analytical Chemistry. This involves volumetric analysis stressing acid-base and redox titrations with principles and the solving of related problems; also gravimetric analysis with its principles and the solving of related problems. Prerequisite: Chemistry 101, 104. 2-4-4.

302. Analytical Chemistry. A continuation of Chemistry 301, but stressing analysis, principles, and problems as applied to industry, biochemistry, water-waste, etc. and with the application of such instrumentation as spectrometry, colorimetry, and chromatography. 2-4-4.

401. Physical Chemistry. The application of the laws of physics and mathematics to the study of chemistry, kinetics and thermodynamics. Prerequisite: Chemistry 301, 302, and mathematics through differential and integral calculus. 3-3-4.

402. Physical Chemistry. A continuation of Chemistry 401. 3-3-4.

GEOLOGY

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic time. Prerequisite: Geology 101. 3-2-4.

SCIENCE EDUCATION

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on earth sciences, Physics and Geology. Only those students majoring in Elementary Education are to take this course. 3-3-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is a continuation of the introduction to the Physical Sciences with emphasis on the life sciences, Chemistry and Biology. Only those students majoring in Elementary Education are to take this course. 3-3-4.

430. Methods of Teaching Science. The content of the course deals with methods, materials, and techniques; see Education 430. Required of all students seeking Secondary Teacher Certification in General Science in North Carolina. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Biology

	Semester Hours
Basic Course Requirements (Group A, B, or C) ..... Biology 101 and 102 must be taken and will fulfill the Science requirement in Groups A and C. German is the recommended Foreign Language.	40-52
Major ..... The major requires 30 hours above Biology 101 and 102, which are prerequisites to all other Biology courses.	30
Supportive Studies ..... Chemistry 101 and 102 are required. The remaining hours may be taken in the natural sciences and mathematics as approved by the faculty advisers.	18
Complementary Electives ..... These courses must be selected from area(s) not directly related to the major, as approved by the faculty advisers.	18
Free Electives	22-10
Chapel	4
Total	128

The Bachelor of Science Degree With a Major in General Science With Preparation for Secondary (9-12) Teacher Certification*

	Semester Hours
Basic Course Requirements (Group A, B, or C) ..... Biology 101 and 102 may fulfill the Science requirement in Group A. Mathematics 101, Psychology 201, and Psychology 302 will count as Mathematics and Social Science requirements in their respective areas.	40-52
Major ..... Either Biology or Chemistry may be chosen as an area of concentration. 2a. Biology Concentration: Biology 201, 202, 203, 204, 207, 208, 301, 302. 2b. Chemistry Concentration: Chemistry 101, 104, 201, 202, 301, 302.	24-26
Supportive Studies (Common Foundation Subjects) ..... Mathematics 101 (counted in Basic Course Requirements), Mathematics 102, Biology 101 and 102 (counted in Basic Course Requirements); 8 hours each from two of the following: Chemistry, Geology and/or Physics.	19
Complementary Requirements (Professional Education) ..... Educational Psychology 303, Education 410, 420, 430, 450, with General Psychology 201 and Adolescent Psychology 302 being counted in the Basic Course Requirements.	18
Free Electives	23-9
Chapel	4
Total	128

**A General Science Major without Teacher Certification Preparation requires the substitution of the desired additional Science courses for the General and Professional Education courses.*

Department of Mathematics and Physics

The objectives of the courses in this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To lead the student to recognize mathematics as the powerful tool for calculation of quantities.
4. To acquaint the student with the basic laws of the physical universe.

5. To prepare some for teaching mathematics or science in either the elementary or secondary schools, and others for further study in mathematical or technical fields.

6. To offer sufficient courses for a major in mathematics.

Major offered by the Department: Mathematics

DESCRIPTION OF COURSES
MATHEMATICS

27. Geometry. (Offered for those who have less than one unit in high school geometry). 3-0-0.

91. Basic Mathematics. A study of traditional algebraic topics such as factoring, fractions, exponents, radicals, and linear and quadratic equations. Open to those students who need to increase their mathematical understanding and skill before attempting college mathematics. 3-0-0.

100. Principles of Mathematics. A study designed for the student who plans to take only three hours in mathematics. Topics include sets, various systems of numbers, systems of equations, variation, polynomials, graphs, trigonometry, interest and annuities. 3-0-3.

101, 102. Fundamentals of Mathematics. The postulational approach to mathematics with applications in algebra and trigonometry. Algebra of sets and logic. Introductory chapters in analytic geometry and calculus. 3-0-3, 3-0-3.

107. Modern Algebra and Trigonometry. A unified course in algebra and trigonometry beginning with an axiomatic approach to real numbers. Algebraic and trigonometric functions. 6-0-6.

108. Analytic Geometry and Calculus. A unified course in Analytic Geometry and Calculus. Topics included are: rectangular coordinates in the plane, equations of the straight line, slope, limits, continuity, derivatives of algebraic and trigonometric functions with applications, maximum and minimum values, related rates. Conic sections. Introduction to integration. Prerequisite: Mathematics 107 or Mathematics 101 and 102. 5-0-5.

201, 202. Calculus and Analytic Geometry. A continuation of the study begun in Mathematics 108 including applications of the deginite integral. Transcendental functions, determinants, hyperbolic functions, vectors, partial differentiation, multiple integrals, series. 5-0-5, 5-0-5.

203. Arithmetic and Algebra (for Elementary Teachers). This course is designed for the student who plans to major in Elementary Education. It consists of a study of the properties of counting numbers, integers, and rational numbers; number systems of different bases; topics in number theory; groups; fields; and topics in algebra. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

204. Basic Concepts of Geometry (for Elementary Teachers). This course is designed for the student who plans to major in Elementary Education. It consists of a brief study of set theory followed by a study of logic, congruence, linear and angular measure, area and volume, similarity, and graphs. A major emphasis is placed on the fundamental concepts which underlie the mathematics of the elementary school. 3-0-3.

205. Mathematics of Finance. Basic formulas in simple and compound interest, derivation and application of annuity formulas, depreciation, sinking funds, bonds. Prerequisite: Mathematics 101 and 102 or 107. 3-0-3.

301. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 202. 3-0-3.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 202. 3-0-3.

303. Modern College Geometry. A study of recent geometry of the triangle and circle with emphasis on modern Euclidean geometry. The point set approach in the geometry of Euclid, Gauss. Hilbert, Birkoff, and others. Recommended for teachers of mathematics. Prerequisite: Mathematics 108. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, dealing with the evolution of the number system, arithmetic, geometry, algebra, trigonometry, together with a study of the lives of the leading mathematicians. Recommended for those who expect to teach mathematics. Prerequisite: Mathematics 108. 3-0-3.



306. Probability and Statistics. Introductory principles of probability with emphasis on the study of mathematical models of random phenomena, mean and variance probability law, frequence distribution, permutations and combinations, and statistical applications of probability. Prerequisite: Mathematics 108. 3-0-3.

401. Computer Programming. Basic fortran programming followed by applications using the IBM Model 75 to compute integrals, to solve equations, systems of equations, and to solve differential equations. Prerequisite: Mathematics 301 and 302. 3-0-3.

402. Advanced Calculus. The real number system, Cauchy sequences, series, continuity, and existence proof for integrals. Prerequisite: Mathematics 202. 3-0-3.

430. Methods of Teaching (Mathematics). This course is a study of the principles and objectives of secondary mathematics, general and specific techniques, organization of content material, and enrichment materials. Prerequisite: Mathematics 201. 3-0-3.

PHYSICS

201, 202. General Physics. A study of basic college physics. Mechanics and properties of matter, heat, wave motion, sound, light, electricity and magnetism, and atomic physics. Any student receiving credit for this course will not receive credit for Physics 203-204. Prerequisite: Mathematics 101-102 or 107. 3-3-4, 3-3-4.

203, 204. Physics for Engineers. A study of mechanics, heat and molecular physics, wave motion and sound, light, electricity and magnetism, with the fundamentals of particle physics and the revolutionary conceptual developments of the twentieth century properly fitted into the classical topics. Special emphasis is given to principles and concepts which are useful in engineering. Any student receiving credit for this course will not receive credit for Physics 201-202. Corequisite: Mathematics 201. 3-5-5, 3-5-5.

ENGINEERING DRAWING

101, 102. Engineering Drawing. Drawing-board on lettering, instrument practice, free-hand sketching, sections, projections, auxiliary views, revolutions, fasteners, intersections, diagrammatic sketches and drawing using standard symbols, working drawing, tracing, and blueprinting. The latter part of the course will include the study of representations of geometrical magnitudes with points, lines, planes and solids. Prerequisite: Geometry, one high school unit. 0-4-2, 0-4-2.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Mathematics

	Semester Hours
Basic Course Requirements (Group A, B, or C) ..... Mathematics 100 will not be counted in the Major.	40-52
Major ..... Mathematics 107, 108, 201, 202, 301, 302; 9 additional hours from Mathematics 205, 303, 306, 401, 402. Three of these hours are counted in the Basic Course Requirements.	33
Supportive Studies ..... Eight hours should be taken in each of two of the following areas: Biology, Chemistry, and Physics. Eight of these hours are counted in the Basic Course Requirements.	8
Complementary Electives ..... These hours may be taken in Business, Data Processing, Foreign Language, English, Political Science, Sociology, etc., as approved by the faculty adviser.	18
Free Electives	25-13
Chapel	4
Total	128



The Bachelor of Science Degree With a Major in Mathematics With Preparation for Secondary (9-12) Teacher Certification*

	Semester Hours
Basic Course Requirements (Group A, B, or C) ..... Mathematics 100 will not be counted in the Major. General Psychology 201 and Adolescent Psychology 302, which must be taken, will satisfy the additional Social Science requirement.	40-52
Major (First Teaching Field) ..... Mathematics 107, 108, 201, 202, 301, 302; 9 additional hours from Mathematics 205, 303, 306, 401, 402. Three of these hours are counted in the Basic Course Requirements.	33
Supportive Studies (Professional and General Education) ..... General Psychology 201 and Adolescent Psychology 302 are counted in the Basic Course Requirements. Educational Psychology 303, Education ED 430, ED 420, ED 410, ED 450.	18
Complementary Electives (or Second Teaching Field) ..... Some Second Teaching Fields are Bible, Business, English, French, Health Education and Physical Education, Natural Science, Social Science, and Spanish.	15
Free Electives	18-6
Chapel	4
Total	128

DIVISION OF RELIGIOUS STUDIES

The Division of Religious Studies is designed to include those departments that deal primarily with man's religious interests. Of primary concern is the Christian religion, and the Judaeo-Christian tradition is given major emphasis.

Department of Religion

The Department of Religion offers courses which are designed to give every student entering Gardner-Webb College an introduction to the Christian tradition and its background in the ancient world. It also seeks to provide a basic preparation for those who plan to do further study in seminaries and graduate schools. In addition, this department undertakes to provide preparation for some students who will go into church-related vocations immediately after completing their college work. Moreover, the Religion Department endeavors to further the general Christian purpose of the college. Each student who is working for an A.A., a B.A., or a B.S. degree must take Religion 101 and 102, preferably before the end of the sophomore year.

Major offered by the Department: Religion

DESCRIPTION OF COURSES

101. Introduction to the Old Testament. A survey of the Old Testament designed to introduce the student to the life, literature and religion of the ancient Israelites. 3-0-3.

102. Introduction to the New Testament. A course designed to acquaint the student with the literature of the New Testament with special emphasis on the life and message of Jesus and the emergence of the Early Church. Religion 101 and 102, or their equivalents, are prerequisites to all other religion courses. 3-0-3.

201. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

203. Old Testament Prophets. A survey of the nature and development of prophecy in Israel. Attention is given to the historical settings of the individual prophets and to the relevance of their message for our day. One of the prophetic books is studied more thoroughly. 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its signifance in the faith of ancient Israel. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

303. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

321. Basic Christian Beliefs. An introduction to the history, methods and issues of Christian theology with special attention to the questions of revelation, man, God, the work of Christ, prayer, and eschatology. 3-0-3.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Emphases include the following: the Jewish background, the beginnings of Christianity, the Christological controveries, the tension between Church and State, the importance of the monastic movement, scholasticism and medieval education, the Crusades and the Renaissance. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of Christianity into all the world and the problems it has faced in an increasingly secular society. Prerequisite: History 101. 3-0-3.

325. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy, with special reference to such issues as the existence of God, religious knowledge, and the problem of evil. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

331. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

332. Christianity and Modern Literature. The interpretation of novels, poems, plays and their significance for the Christian faith. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social psychology of religious behavior. 3-0-3.

401, 402. Senior Religion Seminar. A seminar which endeavors through guided reading, independent research, and lecture to bring the student to a higher level of understanding concerning the major Christian traditions, theological problems, and Biblical interpretation. Two semesters required. 3-0-3, 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in Religion

	Semester Hours
Basic Course Requirements (Group A)	40-52
Psychology 201 and Sociology 201 are required and will count as the additional Social Science requirement. Either French, German, Greek or Hebrew may be taken to fulfill the Foreign Language requirement.	
Major	36
Area I—Biblical Studies: Religion 101, 102, 201, 203, 302, 303, 312 or 314	12
Area II—Christian History and Thought: Religion 321, 322, 323, 325 or 326	3
Area III—Christianity and the World: Religion 331, 332 or 356	3
Area IV—Related Disciplines: Religious Education 270, 371, 372, 373, 374 or 475	3
Area V—Senior Religion Seminar: Religion 401, 402	6
Area VI—From Areas I, II, III, IV or Koine Greek, as approved by the Department Chairman	9
Supportive Studies	15
English 231 and 232; Secretarial Science 307 (Typing), unless one has already developed the skill; Psychology 201; Sociology 201; Speech 101 and one of the following courses: Speech 102, 206, 305 or 308. This amounts to 21 hours, but since Psychology 201 and Sociology 201 overlap with the Basic Course Requirements, it is 15 hours above the Basic Courses.	

Complementary Electives	15-21
(a) Select 15 hours from a list of courses prepared by the Religion Department or	
(b) Take the 21 hours in the Education courses required of secondary teachers to earn a teacher's certificate.	
Free Electives	19-1
Chapel	4
Total	124
Chapel	4
Grand Total	128



Department of Religious Education

The purposes of the Religious Education Department are to help prepare any student to attain a place of leadership in the life of his church; to provide courses compatible with the church secretarial or church music curricula; to give a broad liberal arts base for vocational church workers who plan to do specialized work on the seminary or graduate school level in religious education, church music, or theology; and to give well-rounded training on the B.A. level to vocational church workers who will receive no other formal training.

Majors offered by the department: Religious Education, Religious Education/Church Music

DESCRIPTION OF COURSES

270. Introduction to Religious Education. An inquiry into the objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions; also a brief survey of vocational opportunities in the field. 3-0-3.

310. Materials and Media. See Education 310 for course description. Procedures for the procurement and utilization of materials for religious education will also be suggested. 3-0-3.

371. Religious Education Organizations. A study of the development, objectives, and functions of the major program organizations found in the local church. Emphasis will be given to the techniques of building and maintaining the organizations, the choice of curriculum materials, and the means of obtaining and using space. 3-0-3.

372. Teaching of Religion. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church polity. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Basic techniques of Christian counseling and referral will be considered. Prerequisites: Psychology 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

430. Methods of Teaching Religion in the Public School. This course is designed to prepare a student to teach religion in the public school system. This is a part of the block program, first eight weeks of the first semester senior year, and should be combined with student teaching. 3-0-3.

475. Religious Education Seminar. Supervised observation and practice in a church-related vocational area of the student's own choosing. Each student will prepare a research paper on a problem within his field. Prerequisite: Religion 373. 3-0-3.

The Bachelor of Arts Degree With a Major in Religious Education

		Semester Hours
Basic Course Requirements (Group A)		52
Koine Greek should be taken to fulfill the Foreign Language requirement, and Sociology 201 and 356 should be taken for the six hour requirement in social studies.		
Major		36
Religious Education 270, 371, 372, 373, 374, and 475	18	
Religious Education 310 (Materials and Media — also Education 310)	3	
Sociology 356 (listed in Basic Course Requirements)		
Theatre Arts 301	3	
Religion 203, 302, or 303	3	
Religion 201, 312, or 314	3	
Religion 321, 322, 323, 325 or 326	3	
Religion 331 or 332	3	
Supportive Studies		21
Typing is recommended if not possessed as a usable skill.		
Sociology 201 (listed in Basic Course Requirements)		
Speech 101, together with Speech 102, 206, 305 or 308	6	
Sociology 202, 203 or 421	3	
Art FA 205 or English 362	3	

Psychology 201, together with Psychology 206, 301, 302, 303 or 404 6

Conducting I 363, Church Music Administration ME 443 or Hymnology 457 3

Students preparing to specialize in work with young children may take Art AE 302, Music ME 340, and/or Theatre Arts 305 as substitutes for the Supportive Studies listed above, as approved by the faculty adviser.

Complementary Electives 15

Art Appreciation FA 307 or Modern Art History FA 400 3

Music Appreciation 150, Music History I 351 or Music History II 352 3

An additional three hours of Psychology chosen from the courses listed above under Supportive Studies ... 3

Six additional hours of English or American Literature 6

Chapel 4

Total 124

Chapel 4

Grand Total 128

The Bachelor of Arts Degree
With a Major in Religious Education/Church Music

	Semester Hours
Basic Course Requirements (Group A) ..... Take Music Literature 252 for the Fine Arts requirement.	40-52
Area of Concentration I (Major) ..... Music Theory 161, 162; Applied Music Major – 12 hours; Music Theory 261, 262; Music 351, 352; Church Music Administration ME 443; Hymnology 457; Church Music Repertoire ME 441; Field Work ME 444; Church Music Seminar ME 442 and Conducting I 363.	52



Area of Concentration II (Supportive Studies)	15
Religious Education 270, 371, 372 plus six elective hours chosen from Religious Education 374, Religious Education ED 310 or Theatre Arts 301.	
Complementary Requirements	
Ten hours are counted in Basic Course Requirements.	
Complementary Electives	5
These hours should be chosen from other area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	12-0
Chapel	4
Total	124
Chapel	4
Grand Total	128

The Bachelor of Science Degree
With a Major in Secretarial Science/Religious Education
(see Business)

DIVISION OF SOCIAL SCIENCE

The objectives of the courses in the Social Sciences are:

1. To provide an intellectual adventure into life and to share in the creation of mature, thinking individuals, ready to face life with a spirit of adventure and purpose, trusting God to lead in the never-ending quest for truth.
2. To provide a general historical survey of our world heritage.
3. To provide an opportunity for a further examination of the social, political, and economic ideas and institutions in which we are involved.
4. To provide an opportunity for a more intensive study of our American heritage.

Department of Associated Social Sciences

Major offered by the Department: Social Science

DESCRIPTION OF COURSES
POLITICAL SCIENCE

201. An Introduction to Political Science. A basic study of the concepts, institutions, and theories of politics. Prerequisites: History 101, 102. 3-0-3.

202. United States Government. A course concerned with the formation, adoption, and principles of the American constituion with attention given to the structure and formation of the national government and the relationship existing under the Federal system. 3-0-3.

311. American Political Thought. A course designed to acquaint students with ideas and intellectual movements which have influenced the development of American political attitudes and American political institutions. Prerequisite: Political Science 201. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations with special emphasis on imperialism, balance of power, international morality, sovereignity, and diplomacy. Special attention is also given to the problem of peace, disarmament, international organizations, world government, and diplomacy. Prerequisite: Political Science 201. 3-0-3.

330. Comparative Democratic Governments. A study of the democratic governments of Europe and Asia. Emphasis is placed upon the general principles of government as seen through comparative study. Prerequisite: Political Science 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

331. Comparative Totalitarian Governments. A study of the totalitarian governments of Europe and Asia with special emphasis on the Soviet Union. Emphasis is placed upon the general principles of government as seen through comparative study. Prerequisite: Political Science 201. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. Prerequisite: Political Science 202. 3-0-3.

404. State and Local Government in the United States. Presenting problems of intergovernmental relationships and administrative management in state, county, and municipal governments. Prerequisite: Political Science 202 or 321. 3-0-3.

410. Modern Political Thought: Locke to the Present. A study of the currents of thought which contributed to the development of contemporary world politics. Prerequisite: Political Science 201. 3-0-3.

GEOGRAPHY

101. Introduction to Geography. Essentially a course in physical geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form in the geographic setting. 3-0-3.

102. World Regions. The study of the physical and human geography of various world regions. Prerequisite: Geography 101. 3-0-3.

201. Geography of the United States and Canada. The study of the physical and human geography of Anglo-America. Prerequisite: Geography 101. 3-0-3.

202. Cartography. Prectical experience in map interpretation, map projection, map construction, and methods of portrayal. 3-1-3.

301. Social Geography. The geography of population characteristics, migration patterns, education, religion, recreation, communication, land tenure, rural settlement patterns and cultural diffusion. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

402. Urban Geography. A geographical analysis of urban centers, from villages to metropolitan communities, with a view to understanding problems of site, situation, internal structure, and urban function. 3-0-3.

SOCIOLOGY

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. Prerequisite: Sociology 201. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. Emphasis is given to such matters as dating, maturity for marriage, the engagement, and the rearing of children. The significance of the family as a basic institution in our culture and the relationship of the family to other cultural institutions is stressed. Prerequisite: Sociology 201. 3-0-3.

304. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. Prerequisite: Introductory Sociology. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. Prerequisite: Sociology 201. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. Prerequisite: Sociology 201. 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. Prerequisite: Sociology 201. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. Prerequisite: Sociology 201. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. Prerequisite: Sociology 201. 3-0-3.

SOCIAL SCIENCE EDUCATION

SSE 430. Methods of Teaching Social Science. This is a required course of all students seeking certification to teach Social Science in the secondary schools of North Carolina. The content of the course deals with methods, materials, and techniques used in teaching Social Science (see Education 430). 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Social Science

	Semester Hours
Basic Course Requirements (Group A)	40-52
Major — (42 hours, 12 counted in Basic Course Requirements) The Social Science Major must complete at least 18 hours in one of the following areas: Economics, Geography, History (above 101 and 102), Political Science or Sociology. In addition, 6 hours in each of three of these fields other than the area of concentration must be taken. The aforementioned requirements specify 12 hours (6 of which are History 101 and 102) that are counted in the Basic Course Requirements.	30
Supportive Studies The Supportive Studies consist of 18 hours in Social Science above those in the Basic Course Requirements and the Major.	18
Complementary Electives Areas not directly related to the Major, as approved by the faculty adviser.	16
Free Electives	12-8
Chapel	4
Total	128



Department of History

Major offered by the Department: History

DESCRIPTION OF COURSES

HISTORY

101. Modern Civilizations. This course traces the forms of civilization from their ancient beginnings to 1815, with emphases on the period beginning with the Renaissance. 3-0-3.

102. Modern Civilizations. This course traces the forms of civilization from 1815 to the present. 3-0-3.

201. American History. A survey of the United States from discovery to the close of the Civil War. 3-0-3.

202. American History. A survey of the United States from the Civil War to the present. 3-0-3.

301. American Colonial History. A history of the settlement of the American colonies and the development of the social, political, and intellectual institutions that contributed to American civilization. 3-0-3.

302. Diplomatic History of the United States. A course concerned with the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The effect of this transformation will be emphasized. 3-0-3.

310. The Ancient World. A study of the development of civilization from the earliest times to the fifth century A.D.; with emphasis on the contributions of the Greeks and Romans in the political, social, aritstic, intellectual and religious fields. 3-0-3.

311. Medieval Europe. Europe in its changing state after the fall of the Roman Empire; with emphasis on the Mohammendan culture, the Byzantine culture, feudalism, the Carolingian culture, the Crusades, the development of the church, the towns, and the educational institutions. Alternate years. 3-0-3.

312. The Renaissance and Reformation. A study of the achievements and forces, political and economic, creative and intellectual which made up the foundation of modern European civilization. Consideration will also be given to the religious struggles, in the sixteenth and early seventeenth centuries. Alternate years. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

317. The Old South in American History. A survey of ante-bellum South with emphasis on the development of the unique Southern institutions and the place of the South in the nation. 3-0-3.

318. Social and Intellectual History of the United States. A history of American daily, life, social mores, religion, science, art, and education from colonial times to the present. 3-0-3.

319. Economic History of the United States. Traces the economic development of the United States from colonial times to the present, including references to the various economic schools of thought. 3-0-3.

322. Early and Medieval Christianity. This is a survey of the history of the Christian Church to 1500. Emphases include the following: the Jewish background; the beginnings of Christianity; the Christological controversies; the tension between Church and State; the importance of the monastic movement; scholasticism and medieval education; the Crusades; and the Renaissance. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of Christianity into all the world and the problems it has faced in the increasingly secular society. History 322 and 323 are the same as Religion 322 and 323. 3-0-3.

330. Europe from 1648 to 1815. A survey of the developments in Europe from the end of the religious wars to the end of the Napoleonic Era, with special emphasis upon the Enlightenment, the French Revolution, and the policies of the Great Powers. 3-0-3.

331. Europe from 1815 to 1918. Traces the development of the European powers from the restoration after Napoleon's defeat to the end of World War I. The unification of Italy and Germany and the growth of nationalism and imperialism are stressed. 3-0-3.

332. Twentieth Century Europe. Provides a survey of the events in Europe since 1914 including the breakdown of the Versailles settlement and the rise of fascism. The Second World War and the problems of a divided Europe. 3-0-3.

337. History of England Before 1689. A survey of the development and growth of England into a nation, with attention given to constitutional progress and the achievements of the Tudor and Stuart periods. 3-0-3.

338. History of England Since 1689. A survey of the development of England's democratic government, considering economic, social, intellectual, diplomatic, and imperial affairs. 3-0-3.

341. Recent History of the United States. A study of the twentieth century of United States history. 3-0-3.

345. North Carolina History. Review of major developments which contributed to the growth of the State. Stress upon factors responsible for the emergence of North Carolina since 1900. 3-0-3.

346. Civil War and Reconstruction. An intensive study of the causes, events, major problems, and effects of this period in the history of the South and the Nation. 3-0-3.

352. History of Latin America. A survey of the history of Latin America from the colonial period to the present. Emphases include the wars for independence and the development of a growth of a tradition of general cooperation and on the relationship of Latin America to the United States. 3-0-3.

370. Survey of Modern Far Eastern History. Transformation of the traditional Orient under the impact of occidental political, economic and cultural expansion, with major emphasis on the respective reactions of China and Japan in the nineteenth century, and the post-1945 importance and transformation of southeast Asia. Given in alternative years. 3-0-3.

380. Modern Germany. A study of the political, social and cultural developments in Germany since 1789. Much attention is given the political developments since 1914. 3-0-3.

410. English Constitutional History. A specialized course in the major developments of the English unwritten constitution and common law to 1689, with special consideration of the origins and evolution of law and the legal system, the courts and judicial procedure, and the struggle over parliamentary supremacy. Given in alternate years. Prerequisite: consent of Instructor. 3-0-3.

411. History of the British Empire. A specialized course in the history and development of Britain's overseas possessions since 1815, with emphasis on the post-1783 reaction against colonies, the colonial reformers, the new imperialism and the imperialists, the development of the Commonwealth idea, and the final devolution. Prerequisite: consent of Instructor. 3-0-3.

420. The Westward Movement in American History. A study of the westward expansion of the American people and of the effects of the frontier on American institutions. Offered in alternate years. Prerequisite: History 201, 202 or consent of Instructor. 3-0-3.

429, 430. Problems and Interpretations of History. An honors course open to Senior majors in the department. Consent of the head of the department required. Prerequisite: a "B" average in the department. 3-0-3, 3-0-3.

440. Introduction to Historical Geography. A course of study in the cartographic context of history, designed to relate historical events to constantly changing spatial dimensions. 3-0-3.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in History

	Semester Hours
Basic Course Requirements (Group A)	40-52
Major	30
The Major requires 30 hours above History 101 and 102, which are prerequisites to all other history courses. American History 201 and 202 are required of all history Majors.	
Supportive Studies	18
Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology and Sociology.	
Complementary Electives	16
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
Free Electives	20-8
Chapel	4
Total	128



ASSOCIATE DEGREE PROGRAM
Department of Nursing

PHILOSOPHY

The Department of Nursing functions within the general framework and philosophy of Gardner-Webb College. The faculty believes that Nursing is a special health service based on selected scientific principles of physical, biological, and social sciences, and that Nursing embraces the prevention of disease, the care of the sick, rehabilitation of the ill, the maintenance of health and focuses on the individual person and his needs.

The faculty believes that learning takes place in an atmosphere of personal acceptance and discipline, of freedom of inquiry and thought; that education is a continuous process and the student shows progress toward personal and educational goals. The student learns Nursing through carefully selected experience in the classroom and with patients under the guidance of responsible instructors.

The graduate of the Associate Degree Program is prepared to function as an effective patient-side nurse, and although she may continue in higher education the program is essentially complete.

AN ASSOCIATE IN ARTS DEGREE IN NURSING

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two academic years a course of study which leads to the Associate in Arts Degree. Students study and work with patients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Boad Examination for licensure as a Registered Nurse.

OBJECTIVES OF THE DEPARTMENT OF NURSING

The student graduating from the Associate Degree Nursing Program at Gardner-Webb College will be able:

1. To apply prescribed knowledge and beginning skills as a patient-side nurse in a hospital.
2. To assist in the preparation and implementation of a nursing plan for individuals and groups of patients.
3. To assist in the instruction and direction of non-professional nursing personnel for whom he/she is responsible.
4. To make significant observations of symptoms, reactions, and progress of the patient and to record and report these observations appropriately.

5. To assist in patient-teaching and planning for optimum rehabilitation.

6. To establish and maintain favorable interpersonal relationships.

7. To contribute to the improvement of nursing care by personal example and by taking advantage of opportunities for continued professional and personal development.

DESCRIPTION OF COURSES

101. Fundamentals of Nursing. This course offers opportunity for the student to gain understanding of physical, emotional, and social needs in deviation from health. It provides a sequence of planned experiences designed to develop basic knowledge and beginning skills of nursing care. 5-3-6.

102. Mental and Physical Illness. Nursing 102 builds upon Nursing 101. It provides opportunity for the student to understand the physical and psychological implications of selected illness. Experiences are provided to aid the student in making significant observations of the patient and his environment in the area of mental stress, orthopedic, respiratory, and metabolic problems. Concepts of prevention, therapy, and rehabilitation serve to guide the student in the course of study and practice. 5-9-8.

201. Mental-Physical Illness. This course deals with selected health problems of the adult patient. Classroom and laboratory experiences are designed to enable the student to gain knowledge and skill in the specialized areas of nursing including altered behavioral patterns, altered cardiac function, altered urological and reproductive functions and altered neurological function. Prerequisite: Nursing 101, 102. 5-12-9.

202. Maternal and Child Care. Designed to help the student develop a workable knowledge and appreciation of nursing of new or expectant mothers and ill children. Concepts of family centered maternity nursing are emphasized. Clinical educational experiences are provided in local hospitals and other health agencies. Offered to second year nursing students only. Prerequisite: Psychology 206. 5-12-9.

203. Nursing Seminar. This course deals with responsibilities and opportunities of the Registered Nurse and her relationship to others in the nursing profession. Content areas include: major influences in the development of nursing; legal aspects, organizations, publications, special problems in nursing service and education. 3-0-3.

BIOL 203-204. Human Anatomy and Psychology. (see Biology) 2-3-3, 2-3-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*



BIOL 206. Microbiology. (see Biology) 3-3-4.

PSY 206. Developmental Psychology. (see Psychology) 3-0-3.

DEGREE REQUIREMENTS

The Associate in Applied Science Degree With a Major in Nursing

	Semester Hours
Basic Course Requirements ..... Religion 101, 102; English 101, 102; Physical Education 101, 102.	14
Major ..... Nursing 101, 102, 201, 202, 203; Psychology 206.	38
Supportive Studies ..... Biology 203, 204, 206; General Psychology 201; Sociology 201.	16
Chapel	2
Total	70

Associate in Arts, leading to Licensure

FIRST YEAR

	Semester Hours
Biology 203, 204	6
Biology 206 (Micro.	4
English 101	3
Nursing 101, 102	14
Physical Education 101	1
Psychology 201, 206	6
	34

SECOND YEAR

	Semester Hours
Religion 101, 102	6
English 102	3
Nursing 201, 202, 203	21
Sociology 201	3
Physical Education 102	1
	34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.

DEPARTMENT OF BUSINESS

Associate in Arts Degree (Two-Year Program)

General Business

First Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 213	3	Accounting 214	3
Business Principles 101	3	Speech 101	3
Typewriting 307	2	English 102	3
English 101	3	History 102	3
History 101	3	P. E.	1
P. E.	1	Electives	4
Electives	3		
TOTAL	18	TOTAL	17

Second Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 313	3	Business Law 412	3
Business Law 411	3	Psychology 201	3
Economics 203	3	Bible 102	3
Business Finance 312	3	Economics 204	3
Bible 101	3	Electives	3
Electives	3		
TOTAL	18	TOTAL	15

Secretarial Science

First Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Bible 101	3	Bible 102	3
Shorthand 305	3	Shorthand 306	3
Typewriting 307	2	Typewriting 308	2
English 101	3	English 102	3
Business Principles 101	3	Elective	6
Physical Education	1	Physical Education	1
TOTAL	15	TOTAL	18

Second Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 213	3	Shorthand 406	3
Shorthand 405	3	Typrewiting 408	2
Typewriting 407	2	Secretarial Practice 404	3
Business Law 411	3	Business Communications 325	3
Office Machines 403	4	Electives	6
Electives	3		
TOTAL	18	TOTAL	17

Church Secretarial Science

First Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Shorthand 305	3	Business Principles 101	3
Typewriting 307	2	Shorthand 306	3
English 101	3	Typewriting 308	2
Bible 101	3	English 102	3
Religious Education	3	Bible 102	3
Physical Education	1	Physical Education	1
Electives	3		
TOTAL	18	TOTAL	16

Second Year

First Semester	*Hrs.*	*Second Semester*	*Hrs.*
Accounting 213	3	Shorthand 406	3
Office Machines 403	4	Typewriting 408	2
Shorthand 405	3	Secretarical Practice 404	3
Typewriting 401	2	Speech 101	3
Fine Arts	3	Religious Education 102	3
Electives	2	Elective	4
TOTAL	17	TOTAL	17

Other Departments

By special request and arrangement, a student may receive the Associate Degree in a department that awards the Bachelor's Degree. Refer to Department of Business.

ACADEMIC CALENDAR

1969-1970

FIRST SEMESTER

August	26	Tuesday morning — Arrival of first year and transfer students.
August	27	Wednesday, 8:00 a.m. — Freshmen and transfer orientation.
August	28-29	Thursday, Friday — Registration.
September	1	Monday, 8:00 a.m. — Full Class Schedule.
September	4	Thursday, 8:00 p.m. — Faculty-Student Reception.
October	16-17	Thursday, Friday — Mid-Term Reports.
October	24	Friday — Founders Day.
October	25	Saturday — Homecoming Day.
November	26	Wednesday, after classes — Thanksgiving Holidays begin.
December	1	Monday, 8:00 a.m. — Classes Resume.
December	13-19	Saturday through next Friday — First Semester Examinations.
December	19	Friday — First Semester Ends.
December	19	Friday, after examinations — Christmas Holidays begin.

SECOND SEMESTER

January	7	Wednesday — Boarding students return.
January	8-9	Thursday, Friday — Registration.
January	12	Monday, 8:00 a.m. — Classes resume.
March	5-6	Thursday, Friday — Mid-Term Reports.
March	20	Friday, after classes — Spring Holidays begin.
March	31	Tuesday, 8:00 a.m. — Classes resume.
April	23	Thursday — Sophomore-Junior Banquet.
May	2	Saturday, 3:00 p.m. — May Day.
May	9	Saturday, 7:00 p.m. — All Sports Banquet.
May	9-15	Saturday through next Friday — Second Semester Examinations.
May	16	Saturday, 7:00 p.m. — Alumni Banquet.
May	17	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	17	Sunday, 3:00 p.m. — Graduation.

1970-1971

FIRST SEMESTER

August	25	Tuesday — Arrival of Seniors and Juniors.
August	26	Wednesday — Arrival of Sophomores and Registration of Seniors and Juniors.
August	27	Thursday — Arrival of Freshmen and Registration of Sophomores.
August	28	Friday — Registration of Freshmen.
August	31	Monday, 8:00 a.m. — Full Class Schedule.
October	15, 16	Thursday and Friday — Mid-Term Reports.
October	23	Friday — Founders Day.
October	24	Saturday — Homecoming Day.
November	25	Wednesday, after classes — Thanksgiving Holidays begin.
November	31	Monday — Classes resume.
December	12-19	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	5	Tuesday — Boarding Students Return.
January	6, 7, 8	Wednesday, Thursday and Friday — Registration.
January	11	Monday, 8:00 a.m. — Classes resume.
February	8-12	Religious Emphasis Week.
March	4, 5	Thursday and Friday — Mid-Term Reports.
March	5	Friday, after classes — Spring Holidays begin.
March	15	Monday, 8:00 a.m. — Classes resume.
April	22	Thursday — Junior-Senior Banquet.
May	1	Saturday, 3:00 p.m. — May Day.
May	8	Saturday, 7:00 p.m. — All Sports Banquet.
May	8-14	Saturday through Friday — Second Semester Examinations.
May	14	Saturday, 7:00 p.m. — Alumni Banquet.
May	16	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	16	Sunday, 3:00 p.m. — Graduation.

SUMMER SCHOOL

1969-1970
FIRST SEMESTER

SUMMER SCHOOL

June	8	Monday — Summer School Registration.
June	9	Tuesday — Classes begin.
July	10	Friday — First Session ends.

SECOND SEMESTER

July	13	Monday — Second Session begins.
August	15	Saturday — Graduation.

SUMMER SCHOOL
1970-1971
FIRST SEMESTER

June	4	Friday — Registration.
June	7	Monday — Classes begin.
July	9	Friday — First Term ends.

SECOND SEMESTER

July	12	Monday — Second Term begins.
August	14	Summer School Graduation.

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James Beason
Boiling Springs, N. C.
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Reed Gaskin
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Brodie Griffith
Charlotte, N. C.
Boyce Grindstaff
Forest City, N. C.
W. T. Hendrix
Winston-Salem, N. C.
A. T. Withrow
Charlotte, N. C.

TERM EXPIRING 1972

Thomas R. Causby
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Charles I. Dover
Shelby, N. C.
Z. Miller Freeman
Gastonia, N. C.
T. Ray Helms
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Charles I. Dover
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Administrator	Thomas J. McGraw, M.A.
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Minister	Reverend Charles W. "Buddy" Freeman, B.D.

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Assistant in the Library	Mrs. LaLene H. Washburn
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Asst. Director of Student Affairs (Men)	J. Kenneth Sanford, B.S.
Asst. Director of Student Affairs (Women)	Miss Ruth Kiser, M.A.

ALUMNI ACTIVITIES

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Director	Rev. Charles W. "Buddy" Freeman, B.D.

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Assistant	Gail Guffey



FACULTY

ROBERT WHITE ABRAMS (1962*), B.D., Director of Admission

A.A., Gardner-Webb College; A.B., Wake Forest University; B.D., Southern Baptist Theological Seminary.

GARLAND H. ALLEN (1961), Th.D., Director, Division of Religious Studies; Professor, Bible, History

B.A., Ouachita Baptist College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1969), M.A., Associate Professor, Business

A.A., Wingate Junior College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), M.A., Director, Division of Languages and Literature; Chairman, Department of Modern Foreign Languages and Literature; Professor, French

A.B., Wofford College; M.A., Emory University; Additional Study, Appalachian State University; Sorbonne, University of Paris; Clemson University.

DECK W. ANDREWS (1962), M.S.B.A., Chairman, Department of Business; Professor, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional Study, Appalachian State University, Western Carolina University.

REBA EARLEY AUSTIN (1969), B.S., Instructor, A.A. Degree Nursing Program

R.N., B.S., Berea College.

THOMAS JEFFERSON BALLARD (1965), Th.D., Associate Professor, German, Religion

A.A., Mississippi Delta Junior College; B.A., Mississippi College; B.D., Midwestern Baptist Theological Seminary; Th.D., New Orleans Baptist Theological Seminary; Additional Study, University of North Carolina—Chapel Hill.

GILMER WARREN BLACKBURN (1968), M.A., Instructor, Social Science

A.A., Gardner-Webb College; B.A., M.A., Wake Forest University. Additional Study, University of North Carolina.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Director, Division of Health and Physical Education; Chairman, Department of Health and Physical Education; Professor, Health, Physical Education

A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Associate Professor, English

B.S., Western Carolina University; B.D., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

**The date after a name indicates the first year of service at Gardner-Webb College.*

LOIS BULL BRADLEY (1967), B.S., Instructor, A.A. Degree Nursing Program

R.N., B.S., Lenoir-Rhyne College–Grace Hospital School of Nursing.

**JOYCE COMPTON BROWN (1966), M.A., Instructor, English

B.S., M.A., Appalachian State University; Additional Study, University of Southern Mississippi.

**LESLIE MORRIS BROWN (1966), M.A., Instructor, Biology

B.S., M.A., Appalachian State University; Additional Study, University of Southern Mississippi.

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health, Physical Education; Head Baseball Coach

University of North Carolina; B.S., Pfeiffer College; M.A., Appalachian State University.

RANDOLPH ERWIN CAROTHERS (1968), Ed.D., Chairman, Department of Education; Professor, Education

B.S., Presbyterian College; M.A., University of South Carolina; Ed.D., Florida State University; Additional Study, Appalachian State University, University of North Carolina–Chapel Hill, North Carolina State University, Winthrop College.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor, Psychology, Speech

A.A., Gardner-Webb College; A.B.; Meredith College; M.A., University of North Carolina; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina–Chapel Hill.

WALLACE REID CARPENTER (1964), M.A., Chairman, Department of Data Processing; Associate Professor, Business

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill.

**JOHN E. CARTER, JR. (1967), M.A.T., Instructor, Biology, Religion

B.S., Wake Forest University; M.A.T., University of North Carolina; B.D., Union Theological Seminary; Additional Study, Southeastern Baptist Theological Seminary, University of North Carolina–Chapel Hill.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry

B.S., Clemson University; M.A.T., Converse College; Additional Study, University of South Carolina, Clemson University.

RICHARD GEORGE CHALCRAFT (1969), M.S., Instructor, Geology, Geography

B.A., University of Buffalo; M.S., University of North Carolina; Additional Study, University of North Carolina–Chapel Hill.

**CHIT-FU CHANG (1966), M.S., Assistant Professor, Mathematics

B.S., M.S., Western Illinois University; Additional Study, University of Georgia.

***On Leave*

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Classical Languages

B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina—Chapel Hill; Additional Study, Duke University, University of North Carolina—Chapel Hill.

BETTY SMITH COX (1968), Ph.D., Chairman, Department of English; Professor, English

Averett College; Ph.B., Northwestern University; M.A., Ph.D., University of Pittsburgh; Additional Study, Northwestern University.

CHARLES WRIGHT COX (1968), Ph.D., Director, Division of Fine Arts; Chairman, Department of Speech; Professor, Theatre Arts, Speech

B.A., Roanoke College; M.A., Cornell University; Ph.D., Northwestern University; Additional Study, School of Radio Technique, The Television Workshop, New York City.

GEORGE ROBERT CRIBB (1969), Ed.D., Acting Chairman, Department of Music; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Southern Mississippi, Union Theological Seminary.

KENNETH RAY DAVES (1966), M.A., Assistant Professor, Health, Physical Education; Swimming Coach; Assistant Football Coach

B.S., M.A., Appalachian State University.

HUBERT CONRAD DIXON (1935), M.A., Chairman, Department of Mathematics; Professor, Mathematics

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill; Additional Study, Clemson University, Florida State University, Vanderbilt University.

ANTHONY FINLEY EASTMAN (1966), M.A., Assistant Professor, Social Science

B.A., Union University; M.A., Memphis State University; Additional Study, University of Georgia, University of Southern Mississippi.

MARY EDNA EDDIN (1969), M.A., Instructor, Business

B.A., Berea College; M.A., American University.

SHEHAB EDDIN (1969), Ph.D., Associate Professor, Political Science, History

B.A., University of Cairo (U.A.R.); M.A., Ph.D., American University; Additional Study, University of Damascus.

DOROTHY WASHBURN EDWARDS (1946), A.B., Registrar

A.A., Gardner-Webb College; A.B., Meredith College.

JAMES WALTER FITE (1964), M.A., Assistant Professor, Biology

B.S., M.A., Appalachian State University; Additional Study, Indiana University, University of South Carolina.

CHARLES WILLIAM (BUDDY) FREEMAN (1968), B.D., College Minister

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LAURA WHELCHEL GENTRY (1968), M.A., M.R.E., Instructor, English

A.B., Limestone College; M.A., Duke University; M.R.E., Southern Baptist Theological Seminary; Additional Study, Appalachian State University, Lenoir-Rhyne College.

LOUIS V. GHISLETTI (1969), Ph.D., Professor, Modern Foreign Languages and Literature

B.A., College de Geneve (Switzerland); M.A., Universite de Geneve (Switzerland); Ph.D., Sorbonne, University de Paris; Ph.D., P. Universidad C. Javeriana (Columbia).

NETTIE RAYLE GIDNEY (1945; 1953), M.A., Assistant Professor, Voice

Guilford College; B.M., Westminster Choir College; M.A., Appalachian State University; Additional Study, Wesleyan College, Private Voice Study (eight years), Ernest Brown.

ALBERT B. GODFREY (1968), Ph.D., Chairman, Department of Biology, Chemistry and Geology; Professor, Biology

B.S., Clemson College; M.S., Ph.D., University of Maryland.

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Professor, Business, Data Processing

B.S., M.A., Appalachian State University.

NELL SELF GRIGGS (1965), M.A., Instructor, Health, Physical Education

B.S., Lenoir Rhyne College; M.A., Appalachian State University.

BARRY EDMOND HAMBRIGHT (1969), M.A., Assistant Professor, History

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts.

RECTOR R. HARDIN (1969), Ph.D., Director, Division of General Business; Professor, Business

B.A., Berea College; M.A., Ph.D., Duke University; Additional Study, Harvard University, American Institute of Management, American College of Life Underwriters.

MICHAEL A. HARRELSON (1968); Ph.D., Associate Professor, Biology

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JANE HORN HARRIS (1962), M.A., Assistant Professor, Business

High Point College, Gardner-Webb College; B.S., Limestone College; M.A., University of North Carolina–Greensboro; Additional Study, Appalachian State University.

NORMAN ARTHUR HARRIS (1949), M.S., Assistant Professor, Health, Physical Education; Head Football Coach; Athletic Director

Duke University; B.S., High Point College; M.S., George Peabody College for Teachers; Additional Study, University of North Carolina–Greensboro.

TERRY RICHARD HAYES (1969), M.A., Instructor, Theatre Arts, Speech

A.A., San Antonio College; B.A., New Mexico State University; M.A., University of Denver.

**DOROTHY KNOWLING HENSON (1968), M.A., Instructor, Modern Foreign Languages

Eastern Montana College of Education; B.A., M.A., Indiana University.

JAMES P. HENSON (1957-62; 1968), Ed.D., Director, Division of Education and Psychology; Chairman, Department of Psychology; Professor, Psychology

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**DONNA WILLIAMS HEWITT (1968), B.S., Instructor, A.A. Degree Nursing Program

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THOMAS FURMAN HEWITT (1968), Th.D., Associate Professor, Religion

B.A., Furman University; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Additional Study, Lutheran Theological Seminary.

ELIZABETH EGGERS HILL (1963-65; 1966), B.S., Instructor, Organ, Piano

B.S., Appalachian State University; Additional Study, Appalachian State University.

JERRY RANDOLPH HILL (1963), M.A., Associate Professor, Music; Assistant in Cultural Arts Program

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Wake Forest University; A.B., Lenoir Rhyne College; M.A., Appalachian State University; Additional Study, Furman University.

RON DALE HOOPER (1968), B.S., Counselor to Men; Assistant Basketball Coach

B.S., University of North Carolina—Chapel Hill; Additional Study, Wake Forest University, Appalachian State University.

DANIEL HUMMEL HOSLER (1969), Ph.D., Director, Division of Social Science; Chairman, Department of History; Professor, History

B.Sc.Ed., Ohio State University; M.A., Ph.D., University of Wisconsin.

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**_On Leave_

B.S., M.A., Appalachian State University; M.A.T., University of North Carolina; Additional Study, North Carolina State University, Appalachian State University, University of North Carolina, Florida State University.

C. ROBERT JONES (1966), M.F.A., Chairman, Department of Theatre Arts; Assistant Professor, Theatre Arts, Speech

A.B., A.B.Ed., University of South Carolina; M.F.A., Catholic University of America; Additional Study, University of Dijon (France), University of South Carolina.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology, Religion

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RUTH C. KISER (1961-64; 1969), M.A., M.R.E., Asst. Dircetor of Student Activities (Women); Director of B.S.U.

A.A., Wingate College; B.S., Carson-Newman College; M.R.E., New Orleans Baptist Theological Seminary; M.A., Appalachian State University.

ROBERT L. LAMB (1962), D.R.E., Chairman, Department of Religious Education; Professor, Religious Education, Religion

B.A., Stephen F. Austin State College; M.R.E., D.R.E., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College, Baylor University, University of Houston, Texas Christian University.

GRACE CRAIG LEE (1965), M.S., Director, A.A. Degree Nursing Program

R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.S., University of North Carolina–Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

JOHN THURMAN LEWIS (1964), Th.D., Chairman, Department of Ancient Languages and Literature; Professor, Ancient Languages and Literature

B.A., Mississippi College; B.D., Th.D., New Orleans Baptist Theological Seminary; M.A., Johns Hopkins University; Additional Study, Baltimore Hebrew College.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business

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MELVIN ROSCOE LUTZ, JR. (1969), M.A., Instructor, Ancient Languages and Literature

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WILBUR RAY McBRIDE (1968), M.Ed., Associate Professor, Physics, Mathematics

A.B., Wofford College; M.Ed., University of North Carolina; Additional Study, Wofford College, Converse College, University of Arkansas, University of Michigan, University of Kansas, New Mexico State University.

THOMAS JEFFERSON McGRAW (1962), M.A., Vice President of Academic Affairs

Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University.

CHARLES ERNEST MACK, JR. (1966), A.B., Business Manager
A.A., Gardner-Webb College; A.B., Catawba College; Additional Study, Stetson University.

PATRICIA GOFF MAUL (1966-67; 1968), B.S., Instructor, A.A. Degree Nursing Program
R.N., B.S., Medical College of Georgia.

ROLAND PAUL MOHRMANN (1969), M.A., Assistant Professor, German, English
M.A., University des Saarlandes (Germany), Additional Study, University College Swansea, University of Wales.

**ROBERT EARLE MORGAN (1967), M.Ed., Associate Professor, French, Mathematics
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GLADYS DeJOURNETTE MORRIS (1964), M.A., Assistant Professor, English
LaGrange College; A.B., Woman's College of Georgia; M.A., Vanderbilt University; Additional Study, University of North Carolina–Chapel Hill, University of North Carolina–Greensboro, Western Carolina University, North Carolina State University.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry
B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of North Carolina, Duke University, University of Wyoming, North Carolina State University.

WILLIAM HARVEY MOWRY (1968), Ed.D., Professor, Psychology
Ph.B., Dickinson College; M.S., Ed.D., The Pennsylvania State University.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religion; Professor, Religion
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B.A., University of Northern Iowa; M.A., Ph.D., Columbia University.

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B.A., M.A., Ph.D., The Tulane University of Louisiana; Additional Study, University of Texas, Duke University.

THIRLEN OSBORNE (1957), M.A., Professor, English
A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Additional Study, University of Kentucky, University of North Carolina.

DIANE HICKS PACKARD (1967), B.A., Graduate Assistant, Business; Assistant to the Registrar
A.A., Gardner-Webb College; B.A., Limestone College.

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ERNEST EUGENE POSTON (1959), Th.D., President of the College

A.A., Gardner-Webb College; B.A., Wake Forest University; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Additional Study, Southern Baptist Theological Seminary.

THOMAS CLINTON POSTON (1969), M.A., Director of Student Affairs

A.A., Gardner-Webb College; B.A., Limestone College; M.A., Appalachian State University; Additional Study, Furman University, Mercer University.

DAN W. PROCTOR (1969), Th.D., Director of Guidance and Counseling

A.A., Southwest Baptist College; B.A., Howard Payne College; B.D., Th.D., Southwestern Baptist Theological Seminary; Additional Study, Central Baptist Theological Seminary.

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A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.Ed., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University.

JAMES HUBERT RASH (1965), M.Ed., Chairman, Department of Art; Associate Professor, Art

A.A., Wingate Junior College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer.

**DONALD EDWARD REED (1966), M.A., Instructor, Geography

A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa; Additional Study, Michigan State University.

**CHARLEY L. SANDIFER (1967), M.A., Th.M., Associate Professor, English

Copiah Lincoln Junior College; A.B., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.A., University of Mississippi; Additional Study, University of Mississippi.

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Hillman College; B.A. Mississippi College; M.L.S., University of Mississippi; Additional Study, Mississippi College, New Orleans Baptist Theological Seminary, Appalachian State University.

JOHN KENNETH SANFORD (1966), B.S., Graduate Assistant, Health, Physical Education; Asst. Director of Student Activities (Men); Assistant Football Coach

A.A., Gardner-Webb College; B.S., Western Carolina University; Additional Study, Western Carolina University.

REBECCA ANN SEBASTIAN (1968), M.A., Assistant Librarian

B.S., M.A., Appalachian State University.

MANUEL ALLEN SETZER (1965), M.A.T., Associate Professor, Spanish

B.A., Lenoir Rhyne College; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

PAUL KIMBRELL SMITH (1968), Ph.D., Professor, Mathematics

B.S., M.S., University of South Carolina; M.S., University of Chicago; Ph.D., University of Illinois; Additional Study, University of Texas.

**_On Leave_

PAUL MITCHELL SORRELS (1968), M.A., Assistant Professor, English

Gardner-Webb College, Carson-Newman College; B.A., Lenoir Rhyne College; M.A., Western Carolina University; B.D., Southeastern Baptist Theological Seminary; Additional Study, University of North Carolina–Chapel Hill.

PAUL JOHN STACY (1941), B.S., Assistant Professor, Biology

B.S., Duke University; Additional Study, Duke Medical School.

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B.A., St. Andrews Presbyterian College; M.A., Appalachian State University.

MARIO A. SUAREZ (1964), Ph.D., Assistant Professor, Spanish

B.A., Carlos de la Torre; B.S., Instituto de Santa Clara; Ph.D., Havana University; Additional Study, Havana University.

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Mars Hill College; B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Appalachian State University.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor, Social Science; Financial Aid Officer

B.A., M.A., Appalachian State University; Additional Study, University of North Carolina, University of Missouri.

JAMES ORVILLE TERRELL (1945), M.A., Professor, Social Science

B.S., Western Carolina University; M.A., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, University of North Carolina.

SHIRLEY PUTMAN TONEY (1965), B.S., Instructor, A.A. Degree Nursing Program

R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; Additional Study, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., Assistant Professor, Religion, Social Science

Gardner-Webb College; B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

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Mars Hill College, Belmont Abbey College; B.A., Furman University.

FREDERIC AUSTIN WILKIE, JR. (1968), M.A., Instructor, English

A.B., University of North Carolina–Chapel Hill; M.A., University of Iowa; Additional Study, Purdue University.

WILLIAM HARRILL WITHROW, SR. (1969), Ph.D., Assistant Professor, Political Science, Geography

Wake Forest University; B.S., U. S. Naval Academy; Ph.D., University of North Carolina–Chapel Hill; Additional Study, Old Dominion College.

ALUMNI ASSOCIATION

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association. Each is invited to be an active member by making an annual contribution to the association (College).

Meetings—A general business meeting and banquet is held once each year during the College commencement. Officers and directors have business meetings the fourth Saturday in each quarter. Matters of business are attended to and directors and officers are elected. The president of the Association has the authority to call a special meeting at any time and place he may choose for the purpose of transacting any business pertaining to the work of the association.

Purpose—The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

Program—In addition to the meeting during commencement, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the Alumni, especially through the Annual Fund (Living Endowment).

OFFICERS AND DIRECTORS

OFFICERS

Mrs. Minna Bolling Rice, '38, President
Max Padgett, '50, Vice President
Mrs. Nancy Anthony Griffin, '53, Secretary-Treasurer

DIRECTORS

Mrs. Lucy Padgett Horne, '20
Charles Robert (Bob) Heffner, '52
Wriston Hartsell, '65
Bill H. Cline, '56
Henry L. Smith, '53
David F. Langford, '66
Mike E. Hawkins, '67
W. A. (Bill) Wallace, '53
Jack Gantt, '60

GARDNER-WEBB COLLEGE

Enrollment 1968-69

	Men	*Women*	*Total*
Sophomores	325	168	493
Freshmen	595	276	871
Specials	15	22	37
TOTALS	935	466	1401
1969 Summer Session	259	144	403
GRAND TOTAL	1194	610	1804

ROSTER OF GRADUATES

May 18, 1969

Associate in Arts

William Glenn Abrams, Jr.	Route 3, Box 2, Forest City
Reginald Keith Alexander	111 Country Club Drive, Kings Mountain
Elizabeth Creola Anderson	1820 Kings Road, Shelby
Linda Sue Austin	Route 2, Box 191-E, Lenoir
Mark Jonathan Austin	115 Green Valley Road, Greensboro
*Linda Carol Benfield	Route 3, Lawndale
Charles Douglas Benson	Route 4, Shelby
Kenneth Wayne Bishop	Route 2, Chesnee, S. C.
Ramona Roark Blanton	2839 Parkmont Road, Charlotte
Ray Daniel Bolick, Jr.	Route 5, Box 951, Hickory
James Cassels Boney, Jr.	406 Springwood Drive, Spartanburg, S. C.
Toney Stewart Boone	319 Martin Street, Shelby
James Thaxter Bost, Jr.	405 Foster Street, Burlington
George Michael Bradey	121 Oakleaf Drive, Landrum, S. C.
*Nancy Susan Broadway	5900 Plaza Road, Charlotte
William Kenneth Brock	Route 3, Forest City
Robert William Campbell	1400 Meadow Lane, Charlotte
Robert Charles Carpenter	Route 1, Shelby
Vera Juanita Carpenter	Route 2, Box 1032, Connelly Springs
*Beverly Ruth Cash	P. O. Box 181, Chesnee, S. C.
Donnalyn Holly Cathey	439 Hollis Road, Charlotte
Terry Glenn Coble	P. O. Box 135, Alamance
Carolyn Dianne Cooke	Route 3, Box 167, Vale
Mary Catherine Coon	Route 2, Lincolnton
Judy Kay Craig	124 Westbrook Road, Lenoir
Martha Jolene Crawford	Route 1, Box 106, Rutherfordton
Albert Poinsett Creasman, Jr.	128 S. Whitted Street, Hendersonville

**Honor Graduate*

Brenda Ann Crosby	Route 4, Shelby
Barbara Dianne Daniel	Route 2, Box 52, Forest City
Dennis Hugh Davis	Route 4, Shelby
Charles Wade Dellinger	Route 1, Cherryville
Perry Johnathan Dover	Route 1, Clover, S. C.
Clyde Howell Downs, Jr.	Route 4, Franklin
Arena Paulette Dunn	9 Skyland Avenue, Greenville, S. C.
Peggy Shytle Eaker	Route 1, Lawndale
Catherine Marie Edwards	Box 960, Waynesville
Michael Dean Edwards	Route 2, Box 9, Shelby
Danny O'Brian Ellington	Route 1, Box 125, Belmont
James Alexander Estes	385 South Sunset Ave., Sunnyvale, Calif.
Lynda Crowder Everett	905 Parkwood Road, Shelby
Peter Ellison Fickling	120 31st Avenue, N.E., Hickory
William Lon Ford	Box 381, Newland
*Hilda Patricia Fox	Route 2, Box 236, Mooresboro
Kathie Elaine Gibson	82 Wesley Street, Canton
Timothy Howard Glenham	2200 Floral Avenue, Charlotte
Mary Suzanne Gold	818 Hampton Street, Shelby
Margaret Bridges Green	Route 5, Box 281, Shelby
*Marilyn Ruth Greene	303 Clinton Street, Shelby
David Alexander Gregory	617 Catawba, Road, Salisbury
Stephen Andrew Gregory	Route 1, Box 320, Smithfield
Janice Kathlene Hall	2403 McLean Avenue, Gastonia
Michael Lee Hampton	2307 Waterbury Street, Winston-Salem
Billy Fain Hamrick	332 Grice Street, Shelby
Jane Carroll Hamrick	Route 3, Box 431, Shelby
Sheila Ann Harris	3923 Robin Hood Road, Winston-Salem
Robert Brevard Hasty	3719 McMillan Street, Charlotte
James Dwyre Hedrick	Box 15, Boiling Springs
*Carole Ann Hendrick	Route 5, Shelby
Leonard Stephen Hendrix	4535 Old Town Drive, Winston-Salem
*Boyce Briscoe Hensley	Union Mills #2, Union Mills
William Franklin Hibbard	3113 Commonwealth Avenue, Charlotte
Jerry William Hicks	Route 1, Mooresboro
Mary Colleen Horton	1140 7th Avenue, S.W., Hickory
*Mary Esther Hudgins	2801 Calvary Street, Gastonia
Sandra Kay Humphrey	Route 1, Box 70-A, Mount Pleasant
*Lala June Humphries	Box 535, Cliffside
*Linda Faye Hunt	362 Grice Street, Shelby
Pamela Jean Hydecker	59 Oak Drive, Cedar Grove, N. J.
Charles Roland Ibach, III	3800 Bonwood Drive, Charlotte
Henry Richard Jackson	210 Calhoun Street, Clover, S. C.
*Judy Ann Jackson	Box 306, Cliffside
Vickie Suzette Jackson	233 Enwood Drive, Charlotte

**Honor Graduate*

James Larry Jenkins ..... 316 N. Raleigh Street, Wallace
Janet Lynn Johnson ..... 11 Johnson Drive, Canton
Robert Leonard Jolley ..... Box 139, 24 Reservoir Street, Cliffside
*Patricia Ann Jones ..... Route 2, Box 41-A, Shelby
Anne Mock Joyce ..... 2327 Lyndhurst Avenue, Winston-Salem
Rebecca Ann Justice ..... Route 7, Box 61, Shelby
*Lida Carolyn Kincaid ..... 1030 Connelly Springs Road, Lenoir
*Martha Adeline Kiser ..... 412 Martin Street, Shelby
Karen Dianne Ledford ..... General Delivery, Cramerton
*Betty Jane Lefler ..... 911 West Sumter Street, Shelby
Carolyn Claudette Long ..... 307 W. Delafield Avenue, Durham
Linda Lucckese ..... 5211 Montgomery Street, Springfield, Va.
Elizabeth Lee Martin ..... 18 Montgomery Road, Route 1, Westbrook, Maine
Harold James Mason, Jr. ..... 1502 Central Drive, Kannapolis
Linda Susanne McGalliard ..... 160 Hillwood Drive, Lenoir
Jack Edward McGill, Jr. ..... 515 Berkshire Drive, Statesville
Phyllis Tevepaugh McIntosh ..... 114 Kinderway Avenue, Charlotte
*Ruby Cash McKinney ..... Route 2, Box 253, Mooresboro
Otis Mull Meacham ..... 510 Lee Street, P. O. Box 909, Shelby
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William Ray Miller ..... Route 6, Box 673, Charlotte
Patricia Ann Mintz ..... Box 384, Grover
*Teddy Richard Monroe ..... 2400 Cherokee Avenue, Gaffney, S. C.
Thomas Calvin Moore ..... Box 127, Carlisle, S. C.
Charles Pressly Morrison ..... Route 8, Box 422, Statesville
Marilyn Dale Newton ..... 427 Crawford Street, Shelby
*Marion Bledsoe Nichols ..... 2010 Liberty Drive, Greensboro
Gary Thomas Norman ..... 1914 Independence Road, Greensboro
Linda Maria Paolella ..... 11 Tower Drive, Cedar Grove, N. J.
Susan Ann Pigford ..... Route 1, Willard
Alice Lee Pike ..... 2715 Pinedale Road, Greensboro
*Gloria Jean Poston ..... Box 792, Boiling Springs
Phillip Allen Prater ..... 401 Wilson Street, Batesburg, S. C.
Dorothy Elaine Ramsey ..... 632 Denning Place, Charlotte
Harvey Lee Rash, Jr. ..... 1504 New Hope Church Road, Raleigh
Linda Anthony Raynor ..... Route 2, Box 155, Shelby
Lois Elaine Reel ..... Route 1, Denver
Kathy Lee Rhinehardt ..... Route 3, Box 296, Canton
Stewart Randolph Richey ..... Route 1, Box 169, Belmont
Bonnie Gail Rivenbark ..... Route 2, Wallace
Charles Anthony Rivers ..... 408 Kirk Street, China Grove
*Dennis Charles Roberts ..... 600 Corvair Lane, Shelby
Judy Ellen Rogers ..... 24 West Randolph Road, Shelby
Carol Beverly Rollins ..... 4 West Randolph Road, Shelby
Jerry Carver Ruppe ..... Route 4, Box 149, Rutherfordton

**Honor Graduate*

*Sue Anne Sandifer	Boiling Springs
Jerry Lee Simpson	2029 Walker Avenue, Greensboro
Nancy Rebecca Simpson	914 South Rowan Avenue, Spencer
Dan Edward Snyder	Route 5, Box 538, Hickory
Edward Riner Solomon	1221 N. Main Street, Kannapolis
Joseph Martin Southards	Route 2, Lawndale
Carolyn Raye Spangler	Box 141, Lattimore
Annette Christine Spence	1000 Greenwich Street, Raleigh
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Donald Mitchell Stiles	Route 1, Murphy
Carolyn Lee Stone	3000 Sparrows Point Road, Baltimore, Md.
Thurman Buie Stone, Jr.	144 Scottsmoor Drive, Charlotte
Charlie Roger Stutts	Route 1, Box 70, Seagrove
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Camilla Belle Taylor	Route 1, Box 240-A, Granite Falls
*Larry Joe Thomas	Route 3, Box 100, Wake Forest
Sandra Elaine Thorne	308 Power Street, Spindale
Michael David Valentine	Route 8, Box 103E, Charlotte
William Richard Ward	56 Oakmont Drive, Canton
Stephen Terry Ware	Route 8, Shelby
*Sheila Lynn Warlick	Route 3, Lawndale
Lydia Theresa Weaver	Route 2, Box 66, Shelby
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Sandra Lea Webster	2800 Old Cherry Point Road, New Bern
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Brenda Joyce Whitley	Route 3, Shelby
Robert Ted Williams	Route 7, Box 303, Statesville
Stephen Edgar Williams	Box 762, Gaffney, S. C.
Wanda Lynn Willis	232 Chestnut Street, Shelby
Marilyn Wilson	2621 Idlewood Circle, Charlotte
James Ronald Wright	710 Third Street, Shelby
Wilson Drayton Wright	306 Alabama Street, Spindale
William Francis Yelton, III	835 Austin Lane, Winston-Salem

**Honor Graduate*

Men	72
Women	79
TOTAL	151

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